

BUSINESS EDUCATION WORLD

Contents

JANUARY

1952

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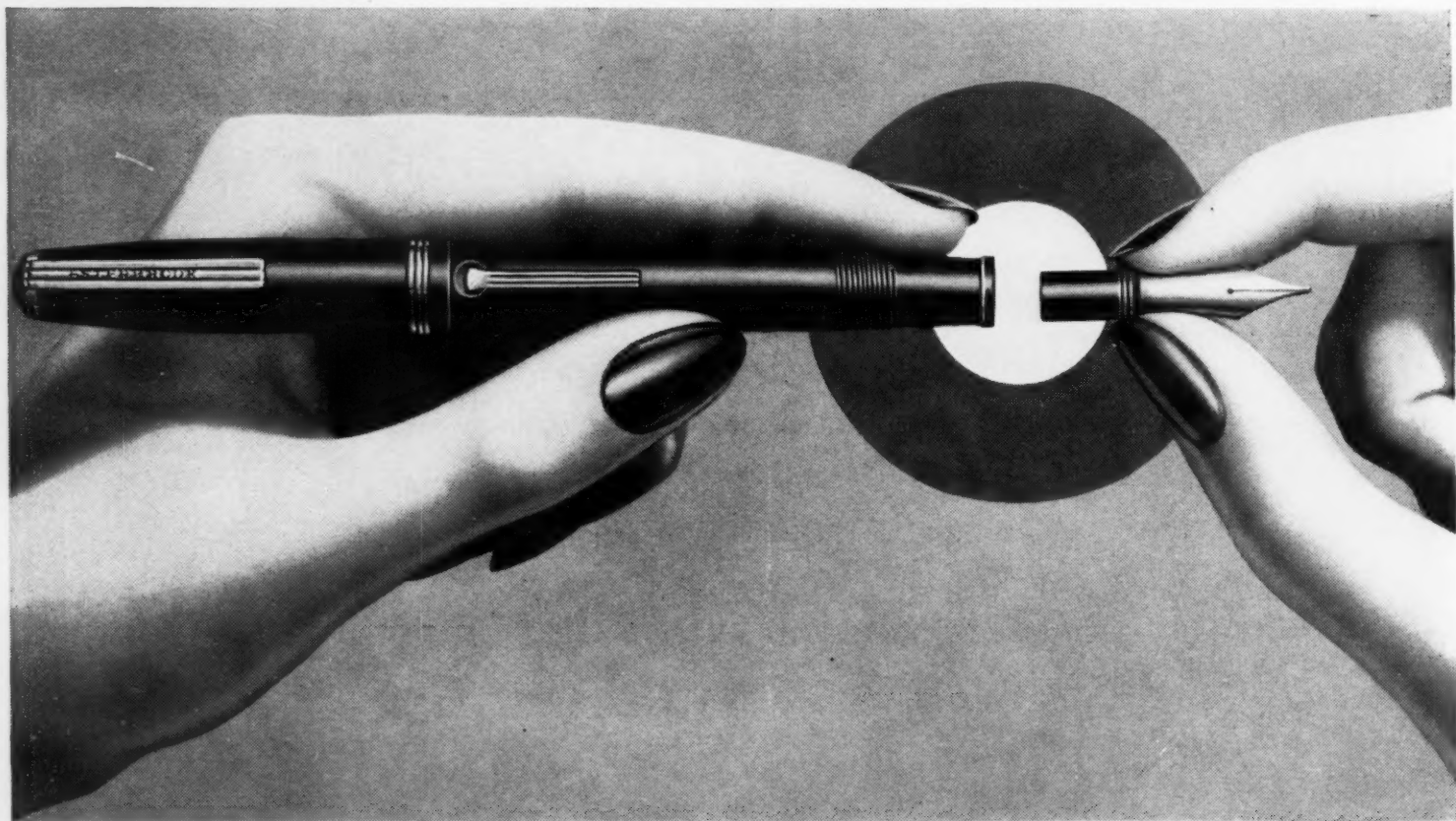
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BUSINESS SCENE

■ **As We Said Before**—Last month this column reported that the outlook for the first half of 1952 was “more of the same” middling-good prosperity that the second half of 1951 had brought. Nothing has happened to alter that prediction. It seems clear that business as a whole will carry on at high levels and that it will be attended by some—just a little—price inflation. Christmas business may well prove, when the figures are all in, to have been a new high—in dollar volume, that is; taxes eliminate much hope of a new high in profits.

• *The inventory recession* that bothered businessmen all summer is over. Electric appliance dealers, for example, are now down to their usual 30-60 day working stocks. TV manufacturers have only about half as many sets on hand as in late summer. Auto dealers have been getting rid of cars with equal success. Even textile inventories, particularly cotton goods, appear to be in a better position.

• *Department store sales* are showing some increase, even though most of it is seasonal. Stocks of most items do not look so high (too high) as they did for quite a while.

• *Homes boomed* all autumn long; 1951 saw a million foundations laid, and that represents (to retailers of household furnishings) a million houses to be furnished.

• *Prices upped a bit* in the fall, reversing the decline that lasted from March through September. Price pressure seems sure in the months ahead, and rising prices usually stimulate new orders; and that phenomenon is known as “good business.”

All these things have encouraged a pickup, in moderate proportions, in the production of consumer goods. TV makers are back into full production; so are makers of appliances, autos, furniture. The upswing may be cut short in a few months by *materials* troubles, but that is a different story to the problem of “no demand” that so many businessmen had been facing.

• *Defense production* is still rising slowly—slowly, because of shortages of materials, component parts, and tools. At Thanksgiving time, defense expenditures were running at a \$40-billion-a-year rate. But remember that military orders won't hit their peak until about midyear, 1952; that payments for goods delivered won't peak up until next Christmas time; and that, once the stride is hit, it will continue at a fairly

constant level (short of war, that is) from mid-1952 on for quite a long, long time.

• *Worth remembering* is that the tax burden, heavy though it is, will not have so drastic an effect on business affairs in the not-too-far-off future. The Korean taxes hit corporations right at the time when many, perhaps most, were digging for cash to invest in expansion and conversion. Once the expansion and conversion is accomplished, corporations won't have to have quite so much operating capital and won't be suffering so much from the cash-vs.-taxes squeeze. Then the stock market, which has sagged drunkenly of late and which well may do so again now and then, will stiffen its spine and get back to its old business of predicting the future instead of reflecting the current quarter's dividend-minus-taxes picture.

■ **Wage-Price Leapfrogging Again?**—Probably. Right from January 1, when the steel industry will be due for its annual pattern-setting agreements.

• *Any new price and wage increases* must now be approved by the Government. President Truman is against more inflation. But putting talk into practice would mean standing up against the big unions and banning new pay raises; and this is an election year. So, we're in for some more “controlled” inflation.

In case you have lost count, this is the “sixth round” coming up. And it is different from 1950's “fifth round.” In 1950, the increases in wages and prices came along before there was any Government control. But the new round must be Government approved from start to finish. Neither wages nor prices can rise without Washington sanction.

• *Washington will approve* a steel pay raise. There seems to be little doubt. For weeks, the wage controllers have been figuring how to stretch the wage formula to satisfy Murray, head of the CIO steelworkers.

A boost of at least 15 cents an hour in labor costs is practically certain. That's a sort of minimum. The wage bosses say they can O.K. 15 cents without abandoning stabilization; and they'll claim that stabilization has survived even if they are forced to permit a 20-cents-an-hour increase. The word is out: “There must be no steel strike.”

The increase will mean a \$7-to-\$10-a-ton steel price boost, and that will boost the cost of arms. Of refrigerators, too, naturally. Other unions and industries will follow steel on wages and prices. So, here we go again!

PEOPLE

■ New Doctorates—



Z. S. Dickerson, now Ed.D. (Kentucky)

• Z. S. DICKERSON, JR., of the State Teachers College in Florence, Alabama, Doctor of Education, University of Kentucky, August. *Thesis:* Improving Business Education in the Public White High Schools of Kentucky Through Supervision. Major Advisor: DR. VERNON A. MUSSELMAN.



Christine Stroop, now Ed.D. (N.Y.U.)

• E. CHRISTINE STROOP, assistant professor of business education at New Jersey (Paterson) State Teachers College (M.A., George Peabody College), Doctor of Education, New York University. *Thesis:* A Digest of Research Conclusions Pertaining to Training for Secretarial and Bookkeeping Occupations. Major Advisor: DR. PAUL S. LOMAX. Doctor Stroop is co-editor of the annual *Business Education Index* and editor of the *New Jersey Business Education Observer*.

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Fred Winger, now Ed.D. (Oregon)

• FRED E. WINGER, of Oregon (Corvallis) State College, Doctor of Education, University of Oregon, June. *Thesis:* The Determination of the Significance of Tachistoscopic Training in Word Perception as Applied to Beginning Typewriting Instruction. Major Advisor: DR. P. A. KILLGALLON.

■ Bereavement—

• RAYMOND P. KELLEY, prominent civic leader of Spokane, Washington, and Spokane Valley since 1912, passed away on October 9 after an illness of about two years. Mr. Kelley will be remembered by many readers of BUSINESS EDUCATION WORLD as secretary and general manager of the Gregg Publishing Company from the turn of the century until about 1910, when he became school manager for the Remington Typewriter Company.

In 1912, Mr. Kelley joined the staff of Blair School of Business in Spokane. When the school was sold a few years later, Mr. Kelley entered the field of court and general reporting, which profession he followed until the outbreak of World War I. After service in Europe during the War, he returned to Spokane in 1919 and became a partner in the Syverson-Kelley advertising agency. In 1945, the company was sold to the members of the firm, and Mr. Kelley retired to his beautiful Spokane Valley home in Greenacres.

During his years with Gregg, Mr. Kelley visited schools in all parts of the country and was, in great measure, responsible for the rapid spread of Gregg shorthand in its pioneer days.

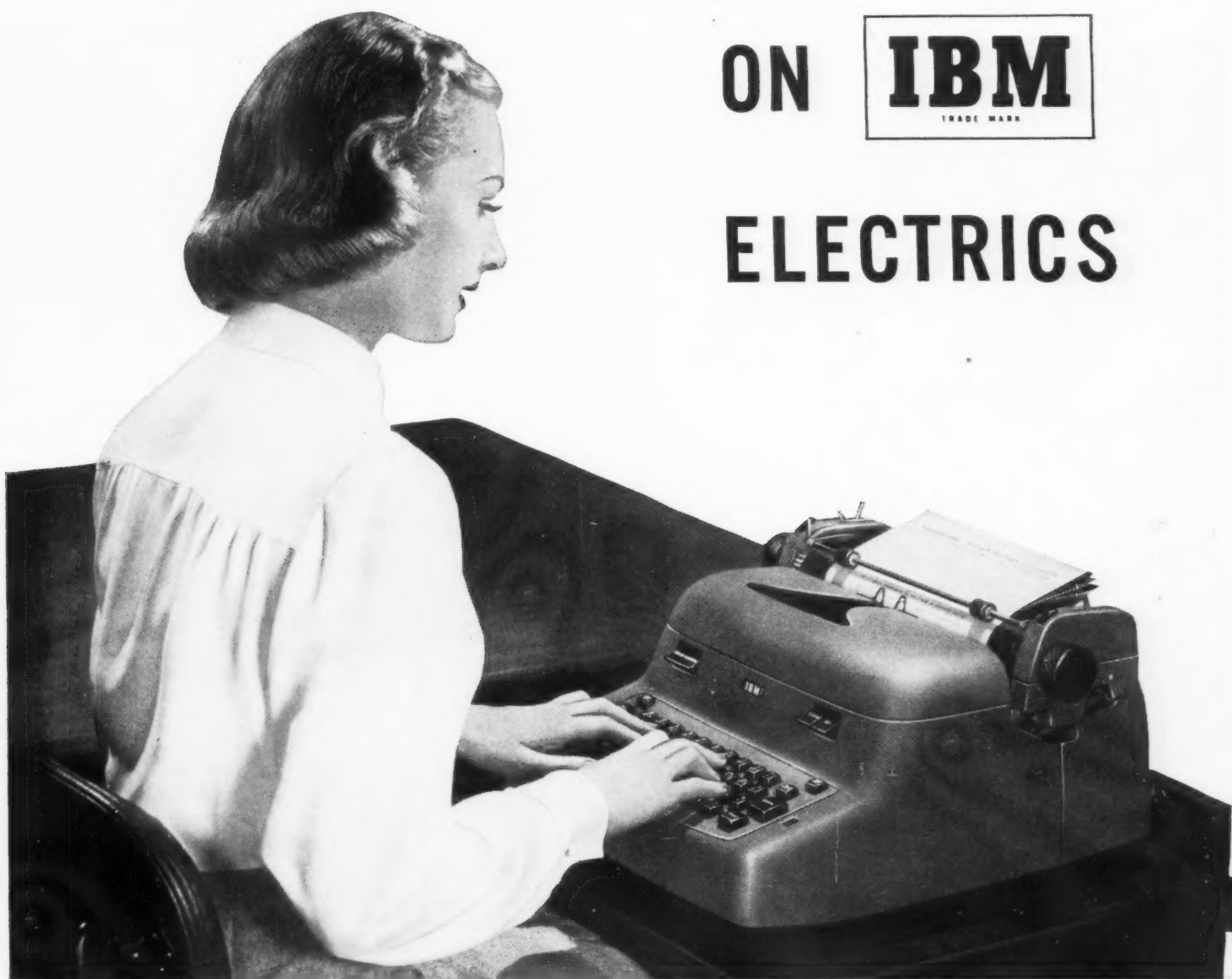
In those days, everybody in the field of business education knew the versatile, dynamic, and charming Kelley, whose name was synonymous with Gregg shorthand. His school and publisher friends will remember him best for his famous "chalk talks" and his brilliant blackboard exhibitions of writing shorthand at high speed. One of his favorite "stunts" was to write short-

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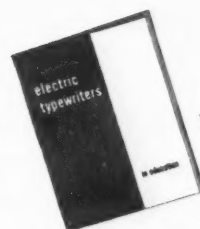


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hand upside down and backwards. Another was to take foreign languages in English Gregg, marking the vowel sounds as he wrote, and read back the dictation with astonishing speed and fidelity of accent, although his knowledge of languages was limited to English alone.

Mr. Kelley is survived by his widow, Hortense, who for many years was also active in the teaching profession. Mrs. Kelley now lives at 1522 North Farr Road, Opportunity, Washington.



Opal DeLancey, new program at CCNY

■ Professional Appointments —

- **OPAL H. DELANCEY**, formerly head of the Department of Business Education at the University of Idaho and recently co-ordinator of the Air Force Clerk-Typist Training Program at Penn State, has been appointed Co-ordinator of Secretarial Training at the Midtown Business Center of the City College of New York. Miss DeLancey is developing new programs of intensive office training for recent high school graduates and of in-service training for office workers.

- **EARL J. AYLSTOCK**, for many years manager of the College Department of the South-Western Publishing Company, has retired and moved to Florida. He is succeeded by **CHARLES D. SISLEY**, editor of S-W's *Collegiate News and Views* and former faculty member at Penn State. Mr. Sisley will be assisted by **GLEN I. MYERS**, South-Western representative since 1942 and former assistant supervisor of distributive education in Illinois.

- **CLETUS ZUMWALT**, formerly head of business training at the Modesto (California) Junior College, has been appointed dean of curriculum and instruction at the College. He is succeeded as department head by Miss **TOMA KIGHTLINGER**. Mr. Zumwalt is known for his work with Navy films and as director of the Modesto Teaching Aids Exchange.

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GROUPS

■ **Hanna New DPE President**—DR. J MARSHALL HANNA (Ohio State University) was elected president of Delta Pi Epsilon at the meeting of the fraternity's national council held at Northwestern University on November 8-10. He will hold office for two years. He succeeds DR. M. HERBERT FREEMAN (New Jersey State Teachers College, Paterson).

Other officers elected to head this national honorary fraternity for graduate students in business education are: EARL NICKS (University of Denver), vice-president; DR. THEODORE WOODWARD (George Peabody College for Teachers), treasurer; and MARY CONNELLY (Boston University), secretary.

■ **Newly Elected State Officers—**

• **West Texas:** MRS. ICIE B. WALKER (Dalhart), president; DENNIS FORD (West Texas State), vice-president; and PAUL C. BOWIE (Lubbock), secretary-treasurer.

• **East Tennessee:** CARLOS C. STEED (Steed College), president; LISTON FOX (University of Tennessee), vice-president; and JOAN FRISBEE (Harri-man), secretary-treasurer.

• **Chicago BTA:** SELMA HATLEY (Wells H.S.), president; JOSEPH ZBORNIK (Wright Junior College), first vice-president; MILDRED SCHWARTZ (Logan Continuation), second vice-president; EDWIN S. FRITSCH (D.E. supervisor), treasurer; MADELINE M. CRAIG (Chicago Vocational), secretary; ALICE WETTERLUND (Gage Park H.S.), chairman of basic business section; GEORGE LAWLEY (Steinmetz H.S.), chairman of bookkeeping section; OLIVER W. HOWELL (Austin H.S.), chairman of D.E. section; LESTER L. HOSKINS (Chicago Vocational), chairman of office practice section; and

JOANNA ZANDER (Englewood H.S.), chairman of the shorthand and typewriting section.

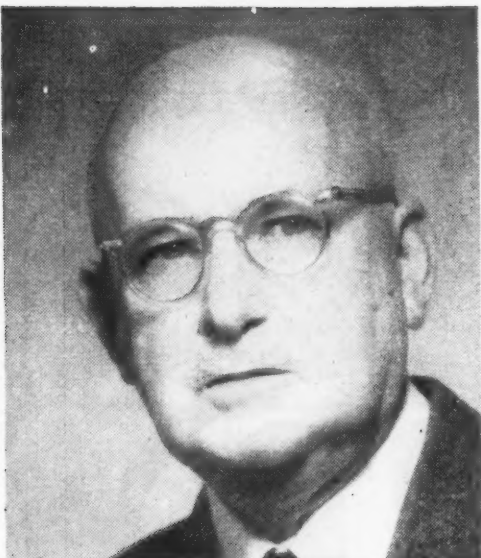
■ **Hopkins Succeeds Noffsinger**—DR. JAY W. MILLER, president of the National Association and Council of Business Schools, has announced major changes in the organizational setup of the NA&CBS offices in Washington: DR. HAROLD D. HOPKINS becomes on January 1 the new executive secretary of NA&CBS, replacing DR. JOHN S. NOFFSINGER, who has resigned after ten years of service to the private business schools of America.

• *For several years* NA&CBS has operated an office at 2601 Sixteenth Street N.W., in Washington, jointly with the National Home Study Council and the National Council of Technical Schools, both of which were served, along with NA&CBS, by Doctor Noffsinger. Now NA&CBS will operate a separate office in the Homer Building, Thirteenth and F Streets N.W., with Doctor Hopkins as executive secretary.

• **Doctor Hopkins** (A.B. and M.A., University of Michigan; doctorate is honorary, Heidelberg College) was president of Defiance (Ohio) College for eight years and was head of the Speech Department of Heidelberg College (Tiffin, Ohio) for twenty years.

• **Another change** in the NA&CBS staff includes the appointment of BERNARD EHRLICH, of the law firm of Posner, Berge, Fox & Arent, as legal counsel for the organization. Appointed in September, Mr. Ehrlich has charge of most of the legal matters and of the Government contracts (V.A., etc.) formerly handled by Doctor Noffsinger. Mr. Ehrlich has an LL.B. and LL.M. from George Washington University.

• **The Hopkins appointment** marks another step by NA&CBS to work more closely with two other important organizations in the private business school field—BERA and AACC. Busi-



Dr. Hopkins . . . succeeds Dr. Noffsinger

ness Education Research Associates, director of which is PROFESSOR FRED NICHOLS, has been sponsor of the National Accreditation Authority, a school accreditation agency that has to some degree competed with the accreditation program led by Doctor Noffsinger and heretofore sponsored by NA&CBS. The organization now joins BERA as joint sponsor for the Authority and has invited the American Association of Commercial Colleges to share in the sponsorship.

■ **NABTTI Set for Chicago**—The 1952 convention of the National Association of Business-Teacher Training Institutions will be held in Chicago on February 22 and 23. *Theme:* Contributions of Teacher-Training Institutions to the Professional Growth of Business Teachers. DR. JOHN M. TRYTTEN (University of Michigan) is president of the Association.

• *The program will feature* discussion of eight topics, each of which will be introduced by a speaker and will be discussed by a panel.

1. "Business Experience versus Planned Observation for Business Teachers," with DR. ALBERT C. FRIES (Northwestern) as speaker.

2. "Classroom Visitation and Demonstration Teaching," with DR. HELEN REYNOLDS (NYU) as speaker.

3. "Workshops, Institutes, and Conferences for Business Teachers," with DR. ALAN C. LLOYD (Gregg magazines) as speaker.

4. "Graduate Study and Alertness Credit Courses," with DR. ELVIN S. EYSTER (Indiana University) as speaker.

5. "Membership and Participation in Conventions, and Reading and Contributing to the Literature in Business Education," with DR. RAY G. PRICE (University of Minnesota) as speaker.

6. "Field Services of Teacher-Training Institutions," with E. C. MCGILL (Kansas State, Emporia) as speaker.

7. "Follow-Up Activities of Business Teacher-Training Institutions," with DR. JAMES M. THOMPSON (Eastern Illinois State University) as speaker.

8. "Eliminating the Reasons for the 'Gripes' of Business Teachers," speaker to be announced.

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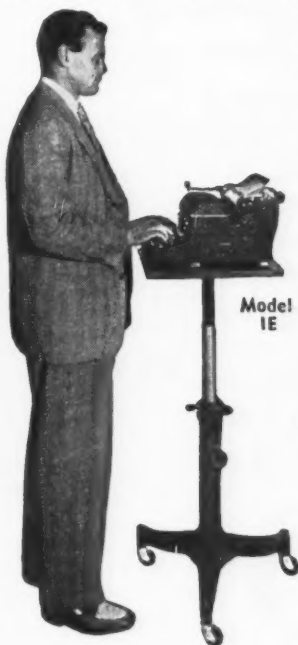
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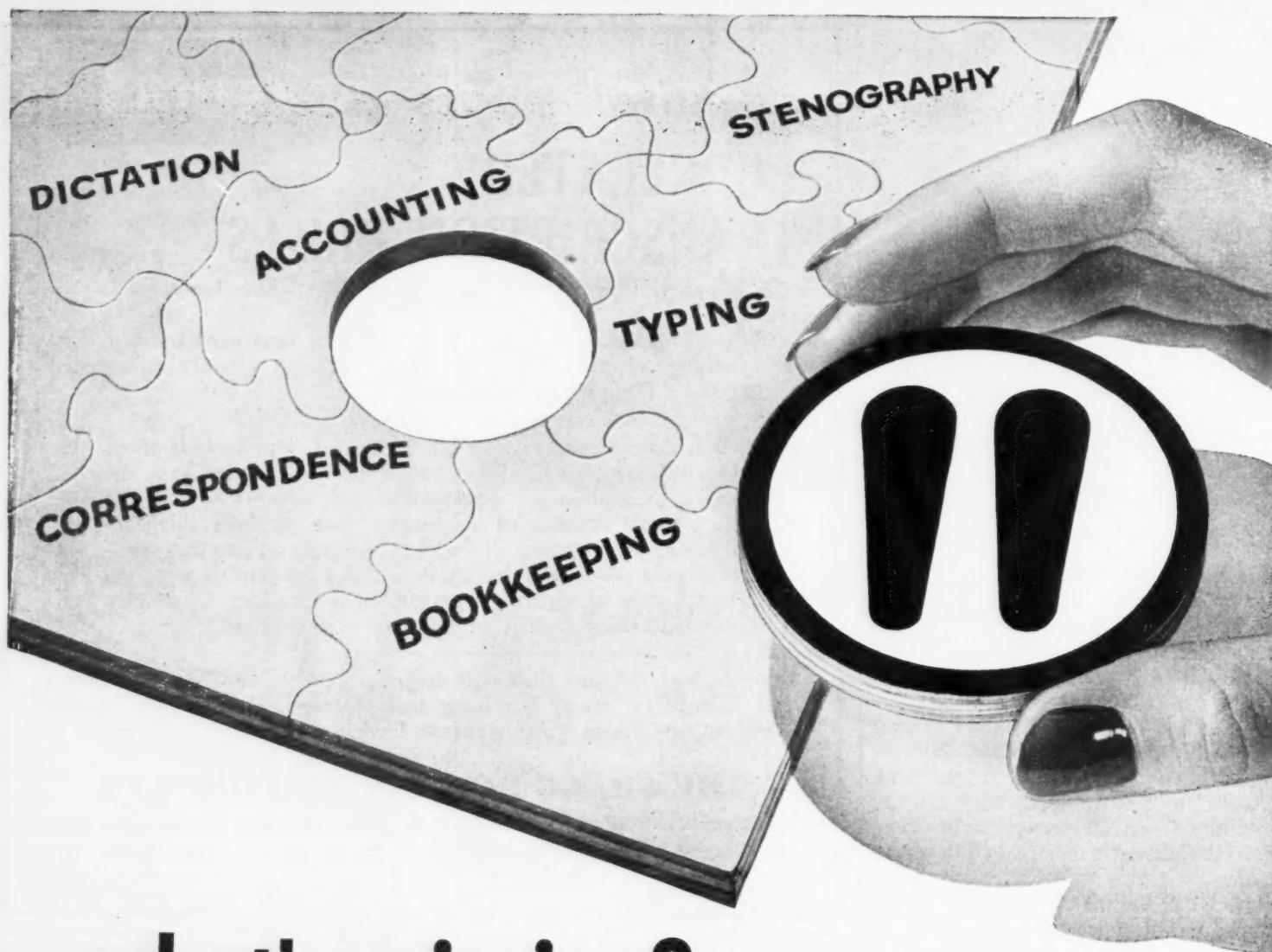
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If you can, you are an exceptional person, because very few teacher-training institutions today offer specialized training for those who wish to teach only the nonvocational business subjects.

• *The most competent* basic-business teachers today have, for the most part, probably reached those standards of excellence merely by chance. Fascinated by the subject matter and the wealth of interesting possibilities within the field, they have become self-taught experts. Although methods courses may have helped to inspire them, they undoubtedly began their college training with the expressed intention of becoming shorthand teachers or bookkeeping teachers. Or perhaps they prepared to teach social studies or English or may have studied business administration without any original intention of teaching at all.

A young person just out of high school, preparing to teach, would have a difficult time today finding a school where he could major in basic-business subjects as applied to the secondary-school level.

• *This is the greatest need in business education today*—improved teacher training in the field of developing economic competency. We need to recruit teachers who can be trained to focus their attention on the contribution that business education can and must make to the general education of every student, who can vitalize our present-day instruction in elementary economic training so that it can come into its rightful place of importance as required learning for every student.



MARJORIE C. McLEOD
Leyden Community High School
Franklin Park, Illinois

■ **Specialized Teacher Preparation Needed**—Education for economic efficiency has now come to occupy a more prominent place than ever before as one of students' basic needs. If the business teacher is to continue to undertake the responsibility of providing nonvocational economic education, he will require specialized preparation quite different from that which is now being offered in the average teacher-training institution. The part business teachers will play in the "newer education" depends in large measure on the adequacy of training of the right sort.

• *The Gates Are Open.* In the so-called "traditional" secondary school, where the emphasis in general education was on adequate preparation for college, it was difficult to gain acceptance for the idea that the nonvocational business subjects were valuable for everybody. The new emphasis on meeting students' needs, however, has served to open the "gates" to every area of education that can make a contribution toward that goal. Teachers who are prepared to develop economic competency, the basic-business teachers, are especially welcome to enter.

However, it now appears that even though the "gates" have been opened

(and have been open in some schools for some time), a large number of formerly enthusiastic applicants for admission are either caught in a "maze," unable to find their way, or have reached the "gates" and remain standing on the threshold, hesitatingly looking in from outside hardly daring to step in.

Who are these "pilgrims," these business teachers who have theoretically begged for a place in the general educational scheme but who are now standing back with uncertainty?

■ **The Subject-Minded Social-Business Teacher**—One of the four teachers standing in the maze is Bill Doe, department head, who has been giving lip service to the importance of *some* business or elementary economic training for *all* students ever since he began teaching at City High twenty years ago.

"Wonderful," he thought, when the faculty began to evaluate the effectiveness of their school in reaching the objectives of self-realization, human relationship, economic efficiency, and civic responsibility, the objectives defined by members of the Educational Policies Commission in 1938.¹

• *Bill knew* that the objective of economic efficiency was directly related to business education.

"That's a function of our department," he reported proudly, feeling confident that everyone would agree; and they seemed to, except that the social studies, home economics, mathematics, science, and even the English teachers, acknowledged with satisfaction that they, too, had units related to this objective.

Now that changes are slowly being made, Bill feels hesitant to take the initiative toward attempting to require basic-business courses for graduation from City High.

"Maybe," he ponders, "it's better to let matters alone, especially since teachers of other subjects seem perfectly willing to assume responsibility for meeting that objective."

• *Bill's real problem* is that he hates

¹ Educational Policies Commission, *The Purposes of Education in American Democracy*, National Education Association of the United States, Washington, D. C., 1938.

to face a change after all these years at City High, where he's been teaching economic geography, commercial law, and general business in the traditional manner of "assign-recite-test," a method to which he has become accustomed. Boring, he admits, but easy because he knows the books by heart, because he has his units and tests all ready, and because it's the best way he's found to maintain good order in the classroom.

Now, Bill isn't a poor teacher. The students like him and laugh at his classic jokes and anecdotes. He's alert to new developments in education and he believes in them, all right; but he'd prefer to wait until the new developments catch up with him, rather than tempt fate and find himself suddenly confronted with having to teach new subject matter in a method unfamiliar to him.

■ **The Vocational Specialist**—Now let's look at Sally, dynamic teacher of secretarial subjects. She loves her work of training stenographers and the satisfaction she derives from the knowledge that her trainees are successful in the positions for which she has trained them.

Sally is strictly a vocational teacher. Her college degrees were earned in the field of education, and she has had thorough training in methods of teaching the secretarial subjects. At no time was she required to take any courses in business administration, and so she knows very little about the units or the instructional material that go into the basic-business course. She isn't prepared to teach it any more than is the teacher of Latin.

• An *enthusiastic* convention-goer and a reader of current business-education periodicals, Sally knows how important it is that basic business be included in the general educational offerings for all students. Sally is quick to support this point of view in faculty meetings, whenever curriculum changes are discussed; but she is silent when the question is raised, "Who is prepared to teach the course?"

• *There are some Sallys* who definitely are vocational specialists, who neither want to, nor should, switch to teaching the basic-business subjects.

Referring again to that "gate" of opportunity through which basic business is in a position to gain acceptance into general education if a sufficiently large number of teachers demand entrance, Sally's role at the "gate" might be likened to that of the official hostess beckoning others in; but she must ask to be excused herself, "because of a previous engagement with her typewriter."

■ **The Business Administration Graduate**—Joe is the fellow who just stepped up to the "gate," and he's wondering whether he should enter or not. Joe just

graduated from a school of business administration with a minimum number of hours of credit in education.

• *His practice-teaching* experience was limited to a six-weeks unit in business law, which he taught to seniors by means of the lecture method, a procedure in which he endeavored to do his best to imitate as nearly as possible the techniques of the training teacher and his professors.

He gained insight into the newer trends in education in the required "methods" course, but it's hard for him to imagine an activity-centered classroom when he has never seen one in action.

■ **Only One Is Prepared**—Only one person enters the "gate" with enthusiasm. Let's call her Jane.

• *Jane enrolled* in a teacher-training school for the specific purpose of learning to teach the basic-business subjects. Inspired by an energetic high school teacher who proved his enthusiasm for the subject through countless meaningful activities, she decided no subjects could possibly be more interesting to teach than those in the area of basic business.

Jane's college was one of the few that offered a teaching major in the nonvocational business subjects. She studied consumer economics and found that the instructors in the methods courses employed techniques of centering instruction around student activities in a way similar to that used by her high school teacher.

• *Jane is eager* to participate in providing basic-business courses for every student. She will be able to "sell" her subject without difficulty, because she appreciates the serious need for developing economic competency. Students will like the course she teaches because she likes to teach it and because her own background of experience in observing unusually fine teaching methods will enable her to do an exceptional job.

• *Unfortunately*, Jane is much too alone as she steps through the "gates." Too few teachers have had her type of

training, the only type that can insure that business education will receive an enthusiastic reception into the realm of general education.

There are too many Bills, who prefer the *status quo*; too many Sallys, with narrow vocational training; and too many Joes, who study business administration only from the producer's point of view and who can teach only what they have been taught to teach in the manner in which they themselves have been taught.

■ **Action Required**—For successful participation in meeting this newly recognized responsibility of education (that of providing some form of basic business education for everyone), the business-teaching profession must engage in the following activities:

• *Provide for the in-service training* of active business teachers, to permit them to grasp the significance of the new development so that they may be prepared to participate intelligently in all faculty discussions of proposed curriculum changes.

• *Recruit competent persons* to train for teaching the nonvocational subjects specifically—persons who can demonstrate the ability to direct student activities, who have keen insight into student problems, who are consumed with a zeal for "educating the whole child" in terms of general education, rather than a desire for specialization in just one area of his development.

• *Revise the program* of teacher training for these individuals to include content as well as methods courses, so that there is a more widespread understanding and agreement as to the materials of instruction.

• *Revise methodology* in certain teacher-training classes, employing an activity-centered approach rather than the lecture method, so as to permit the student to gain insight into the possibilities of such an approach on the high school level.

• *Provide training*, with or without graduate credit, for teachers in service who wish to study objectively the content of the business or consumer education programs now being recommended as most effectively meeting the needs of adolescents today.

■ **The Teacher's Responsibility**—More adequate teacher training is business education's greatest need today. Primary responsibility rests on the individual teacher, who must begin with a recognition that *such a problem does exist*.

He must unite with other business teachers in promoting a program for the future in which boys and girls will reach the highest possible attainment of the tremendously important goals set up for their development under the broad heading of general education.

The Horizontal, First

"Give me ten 3-by-5 cards."

That's wrong.

"Give me ten 5-by-3 cards."

That's right, and the American Standards Association says so. The ASA, in conjunction with the manufacturers of filing and records cards and representatives of the users of such cards, has established a rule (an "American Standard") that specifies the horizontal dimensions shall be given first in ordering and in filling orders for card stock.

Thus, you can order 8½-by-11 record cards, 12-by-9 folders—and 5-by-3 cards.



LAST OCTOBER these and other city co-ordinators, state officials, and business-training directors met at Temple University, in Philadelphia, to participate in—

The D.E. "Woolfacts" Training Institute

SAMUEL W. CAPLAN

Teachers College, Temple University
Philadelphia, Pennsylvania

■ **The Philadelphia Meeting** — Do clothing salesmen know all the answers? They will tell you that they do. There is an old adage in the retailing business: "You can't teach the six-percenters* anything." Most of them are veteran salesmen, and they feel that their years of experience have given them all the knowledge they need to do a good selling job.

As a matter of fact, however, these men need training and "refreshing" in salesmanship—as any man who has bought a suit recently will confirm. In the hope that a better-informed and more enthusiastic sales staff may be developed in men's clothing departments, a new "Woolfacts Training Course for Men's Clothing Salesmen" has been developed by the Wool Bureau. The Bureau is a nonprofit corporation, one of whose objectives is to encourage the use of wool apparel.

• **Many industrial bureaus** and foundations have prepared training courses; but the Woolfacts course is unique, in that it is designed to be offered *only* through distributive education channels. Hence, learning about the program, its contents, its aids, and its teaching procedures is a matter of con-

siderable interest and importance to state supervisors, city supervisors, and co-ordinators in D.E.

• **To acquaint distributive-education** personnel with the purpose of the course and how to teach it, intensive training sessions (Woolfacts Training Institutes) have been and are being planned in many parts of the country. One of the first of the Institutes was held in October under the sponsorship of the Distributive Education Department of Teachers College, Temple University, in a co-operative venture for the teachers and supervisors in Delaware, New Jersey, and Pennsylvania.

• **Preparations for the conference** began last summer. The state supervisors of the three states checked all details carefully and kept in close touch with the Wool Bureau office, in New York City.

• **The program** was scheduled for a three-day meeting. Teacher co-ordinators from the Philadelphia public schools and members of the Retail Personnel Group of the city attended meetings on the afternoons of October 17 and 18. On October 19, supervisors and teacher co-ordinators from Delaware, New Jersey, and the eastern section of Pennsylvania attended for the full-day program conducted by Mrs. Dorothy Burgess, who is director of retail education for the Bureau.

The conferences exceeded the fondest expectations of the planning committee. Mrs. Burgess did a superlative job of training. Textile experts from the Philadelphia stores who attended the October 19 meeting termed her demonstration the most informative of the kind that they had experienced. All the 56 persons attending expressed their gratitude; many of the teacher co-ordinators indicated their intention of initiating an adult Woolfacts Training Course as soon as possible.

■ **The Woolfacts Course—**

• **The instruction** presented by Mrs. Burgess consisted of four parts. *First*, she presented a background of technical information for wool salesmanship. *Second*, she explained the organization and content of the teaching manual prepared by the Bureau as a guide for instructors of the Woolfacts Course. *Third*, she reviewed and demonstrated recommended methods of instruction for the course. *Lastly*, she indicated the specific uses for the many different materials contained in the Woolfacts teaching kit. (Turn page)



TRAINING DIRECTOR from Wool Bureau is Dorothy Whipple Burgess, who demonstrates to teacher-co-ordinators how to use the various teaching aids the Bureau is providing.

*A "six-percenter" is a salesman of clothing, furniture, household appliances, etc., who is paid only on commission.



CONFERENCE leaders and sponsors included Lloyd Jacobs, New Jersey state supervisor; Harry Q. Packer, Delaware state supervisor; Mrs. Burgess, director of retail education at the Wool Bureau; Wesley E. Scott, Philadelphia city supervisor; and Samuel W. Caplan, Temple professor and Pennsylvania chief of distributive education.

• *The teaching kit* was of special interest. It consists principally of a teaching manual (copies were presented to all who attended the Institute), a series of well-planned easel-type "flip charts," several wall charts, a filmstrip and accompanying record, and booklets. Full

kits will soon be available, on loan, from the offices of the state supervisors.

• *The training program* contains three principal topics—(1) Woolfacts Merchandise Information, (2) Sales Techniques, and (3) Related Information.

Supplementary materials used to support the training program, printed materials for distribution to the course trainees, include:

The Saga of Wool in War and Peace
Men's Wear Roper Report
Buying Men's Suits
Wool
The Wool-Products Labelling Act
Woolfacts for Retailers
Male Plumage
How You Can Sell More Wool Clothing

Mrs. Burgess announced also that a new booklet, "Sell Men's Clothing More Successfully Through Distributive Education," would soon be ready for distribution. The booklet should be a strong factor in selling the course to the six-percenters and in informing them and others regarding the services of distributive education.

■ **Summary**—The Wool Bureau has patently prepared a well-rounded program that provides teaching and learning materials, that helps recruit students, and that helps train the instructors themselves. If the Institutes held in other training centers are as successful as the one recently conducted at Temple, we may be certain that Woolfacts Courses will be offered widely.

Putting Some Life in a Beginning Shorthand Class

LOUISE BOGGESS

Senior High School
Kingsville, Texas

■ **I'm Asked to Teach Shorthand**—One of our teachers, perfection personified in the teaching of shorthand, had to take sick leave for the rest of the semester. I fell heir to her class in shorthand. I had not taught the subject for four years, had done just a little "tomorrow" thinking about doing some study on the new Simplified Functional.

So, I had to call on all the training, experience, and devices I could remember and find. By the end of the semester I realized that it was the common-sense, familiar devices—the same ones that are effective in any class of high school youngsters—that won the class over and made a real learning team of us.

■ **Spelling Out Words**—One of the first problems I had to face was getting them to "spell out" the outlines and to feel that spelling was really a necessary part of the learning process. Like you,

I had read the Teacher's Manual suggestions; and, like you, I had written *louder* and *faster* on the board; but the class was tired of this. That's when I hit on the idea of making up such terms as *hit the trail* and *speed it up* and *get in the groove* and *let's jive*, class as new ways of saying "louder and faster."

• *We would begin* the lesson with my having the class spell out new words I wrote on the blackboard. If they lagged, I'd write one of my clichés on the board and turn to the class with, "Who can read it?" You'd be surprised how quickly they'd spell out the letters! There were times I had the feeling that they lagged deliberately, but I played dumb. After all, I had them spelling out.

I do admit that I was a little embarrassed when I learned that my students were teaching others in study hall to write "hit the beat" and "let's jive."

• *One day I was* particularly dis-

couraged over the fact that I had to *keep* punching to get them to spell out when they didn't know a word. Near the end of the period, I was hurriedly reading for them part of the morrow's assignment; then I hit a word and went blank. I stood there frozen until one of the students urged, "Spell it out," and proceeded to do so for me. Then I pronounced it.

Immediately one of the girls accused, "You just did that to keep us on our toes, but it was fun!"

■ **Competition and Fun**—And fun was what they wanted! They took quickly to timing games in which each row took a passage and read it while I held the stop watch. There didn't need to be a prize; competition was its own reward. They liked that so well that we had spelling contests, spelling in shorthand. That was really something!

• *On another occasion* we drew a football field on the blackboard, and

when the person called the word or read the sentence right, we advanced the team according to football rulings. If they failed on the reading, they lost yardage for their team. Right after that, one of the girls suggested we work it out for basketball; from there we went to baseball.

• *One of the most interesting devices the students taught me was that of using recordings. That particular day I walked into class, they all looked as though they had swallowed the canary. There on my desk was a small disc. One of the students, no longer able to contain herself, said, "Play it—go on, play it!"*

I tried to act very cautious, as though I thought it might not be *too* good an idea, to make them "persuade" me. One assured, "It won't hurt you, and you'll really like it. It's a surprise!"

The record began, "Mrs. Boggess, I am making this record of my reading in the third lesson." With this introduction, she read the material in the lesson. If she hit a word she did not know, she spelled it out. If she couldn't spell it out, she hastily put in, "I am using the two-finger method so that I can turn rapidly to the transcript in the back of the book and will not lose too much time."

There was a brief pause, and I started to lift the needle head. "Not yet—wait!" she stopped me.

The voice came again, "Mrs. Boggess, this is a lesson one week later." She began again, but this time there was less turning to the back and less spelling out. When the record ended, I said enthusiastically, "I can't believe that you could have improved this much. It's stupendous!"

"I think so, too," Helen put in. "Do you know that Edith has invited us to come over and use her recording machine? Won't that be fun?"

I nodded. "We are about ready to start speed tests," I said. "Why don't you record at different speeds; say 20 words a minute, 30 words, and so on?"

They had led the way, and all I had to do was follow through. This particular device did more than help them in reading aloud and spelling out; it taught them to recognize the various rates of speeds, too.

• *The Speed-Rate Game.* I would finish the dictation, and one would ask, "Was that at thirty or forty?" Another would assure that it *must* have been

forty. That's when we started a new game—guessing the speed. Whoever was winner was at the top of our Hit Parade, and each placed in order until ten were listed. All wanted to get into the top ten and particularly into the Number One spot.

They never let me stop that device; we used it for the rest of the semester. When I finished dictation, they would guess the rate of dictation. To make it more difficult, I'd do it at 44 or 52. It wasn't always right on the second; but it was close, and it gave them more competition.

There was a good psychological reaction to the device. When I was learning shorthand, my instructor would begin, "Now this is at 50 words a minute. You've never taken it that fast." That's all I needed to freeze me up, and my fingers would not make the curves. Even if my fingers did work, my mind went blank. I was too frightened. If my teacher had started dictating and then said later that the take was at 50 wam, I might have done better. I found that other members of the class felt the same freeze when rate was mentioned *before* dictation.

My particular class had no fear of timing—they enjoyed it! Other classes I had taught did freeze up, and I had tried to get their minds away from the time element. There was only one difference in my new group's instruction—we had used the recording machine, and timing had become instinctive with them. Why *should* they fear it?

■ *Then They Wanted to Write*—One of the most interesting experiences with this class was with their question, "Why do we read and read and not write?" You've had that asked you, too. You say, "That's what the experts suggest," or "You will see when the time comes," or any number of explanations. My pupil, Joan, would not let me off that lightly.

That's when I started thinking and *thinking* of some way to show her. I fingered the costume pin on my suit. Supposing, I thought, I wore that pin on *everything*—suit, dress, coat, blouse—so that her attention would be called to it. Then, if I turned that pin over to some other teacher she would be sure to see—the librarian for instance—would Joan notice the switch? Would she be able to draw a design of the pin?

I wore the pin for a week, but I never mentioned it. Then, on Monday

morning, I asked the librarian to wear it because Joan always worked in the library the thirty minutes before school started.

I really wasn't calm about it. I kept waiting for the bell to ring, fiddling around the room and looking at the door each time I heard footsteps coming down the hall.

Finally Joan burst in the room. "Mrs. Boggess," she exclaimed, "Miss Clark is wearing your pin. Did you lose it?"

"What does it look like?"

She marched to the blackboard and began to draw a perfect picture of my pin. By that time the class had caught on and were giggling; then Joan spoke up, "Oh, oh . . . *this* is what you meant by reading and reading before you write. When I start to write, I'll know what the character looks like."

■ *They Were a Forgiving Group*—Sometimes I think the teacher makes a mistake in knowing her subject *too* well; it creates a despondency in the student, because he feels that he will never achieve such perfection. I think that I can illustrate the other side of this.

The day I took over the class, I let the students know that I was rusty on my shorthand and that I was going to have to learn right along with them. I explained my situation to them; and, while I didn't appeal to their sympathy, they realized my difficulty and were most tolerant.

Any teacher who has made the change to Simplified knows the difficulties of which I speak. Try as I might, I could not keep from using some of the old brief forms. I remember one day I was writing drill words on the blackboard, and I wrote *ara*. The class was stumped. Finally, one of the girls held up her hand and asked, "Could you possibly mean *arrange*?" She added with authority, "You should write it out in full."

I apologized, and another spoke up immediately, "Now don't you worry about that! When you teach this next year, you'll know it as well as we do. Just remember to spell it out."

They had definitely turned the tables on me!

• *Speaking of "spelling it out,"* I must report this one. I had harped and harped on the fact, "If you don't know it, make up your own form by spelling it out." I had given some dictation; when we finished, one of the girls asked, "How do you write *shiver*?"

I told her and asked, "Was yours like this?"

"Oh, no, I just put a little wavy mark there for it."

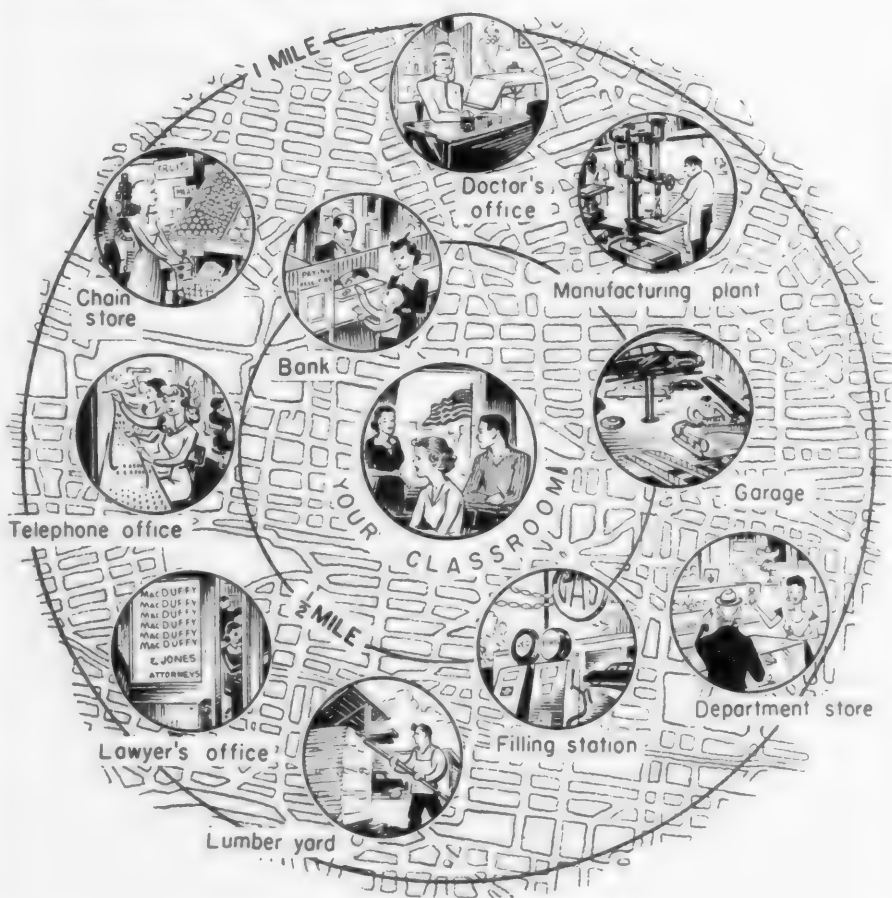
And that's what I like about teaching shorthand to high school students—they never let you down; and, believe me, they keep *you* alive in a shorthand class!

Spell It Out! *If you're one of those shorthand teachers who have some trouble in getting students to "spell out" the outlines that they cannot read at first glance, or if you'd like some games to perk up interest in your shorthand class, or if you're just simply interested in what happened when a teacher was suddenly asked to take over a Gregg Simplified class after not having taught shorthand for four years, you'll thoroughly enjoy this article!*

Methods of Teaching Bookkeeping, 4: Using the Community As a Laboratory

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FIELD TRIPS . . .



The Practical Touch

What would you think about an elementary school teacher's having her pupils study pictures of chickens in a textbook—when across the street from the school live chickens are feeding? Absurd, you say! Yet, perhaps you confine your bookkeeping course to the textbook and the four walls of your classroom when you could be making full use of the real, live records available in your school community. In this article, fourth in a series on bookkeeping methods, Doctor Hanna points out ways to hitch the theory of the bookkeeping classroom to the functional bookkeeping in the business community.

■ **The Hard Way**—For a number of years Miss Johnston taught commercial subjects in a high school close to one of our largest cities. At some time in her educational training, she had learned well the lesson that education must be broader than the four walls of the classroom. An annual field trip for her bookkeeping classes to one of the largest banks in the city, therefore, seemed appropriate.

• *This annual trip was a major event.* The plans had to be cleared with the school administration. Usually the date was set to conform with the school calendar, not with the topic of classroom study. Signed permission slips had to be obtained from the parents. Arrangements had to be made with other teachers to "cover" Miss Johnston's other classes. Teachers had to be reconciled to having the bookkeeping students out of their classes for the day (an achievement that was difficult, to say the least). Plans had to be made with the bank to be visited. Expenses had to be estimated, and each student had to obtain transportation and lunch money.

• *After much anticipation and planning, the eventful day would arrive.* It started early in the morning and ended late in the afternoon. At least two or more emergencies were sure to occur; i.e., some students were certain to become separated from the group and temporarily lost, and others could be relied on to lose their transportation and lunch money.

The trip through the bank was the usual "rubberneck" tour. The bank guide went through his routine jargon, and the class was kept moving. The students unfortunate enough to be in the back heard and saw relatively little. In fact, some were not too concerned; they were more interested in the object of their current romance than in the affairs of the bank, anyhow.

• *Generally, the next school day found pupils and teacher tired, willing to forget all about banks, and glad to go on to the next bookkeeping topic.*

■ **Excursions vs. Learning Experiences**—It was not until after three such annual excursions that Miss Johnston came to the startling realization that within three blocks of her school was a bank. Furthermore, a trial field trip to this local bank showed that the bookkeeping students were more interested and could observe recording activities more effectively than in the large bank.

• *Further investigation revealed that a wide variety of different types of records could be found within a radius of one mile of the school.* There were several chain stores, service-type businesses, small specialty shops, restaurants, and offices of professional men. There was also a public utility, a

manufacturing concern, a small department store, and an accounting firm, as well as the bank. Some of these businesses were large, others were small. Some were single proprietorships, others were partnerships, and some were corporations.

• *This discovery* took the "excursion" out of the field trip. The annual outing was replaced by frequent short field trips to businesses within the area of the school. Each trip could now be planned, and appropriately timed, to emphasize the particular recording procedure being studied in the classroom. Many of the trips were taken within the regular bookkeeping-class period. Others were arranged for free periods and after school.

Such headaches as permission slips, travel funds, clearance with the school calendar, student absence from classes, etc., were eliminated. The immediate community thus became a *source of resource material* for the bookkeeping classroom.

• *This story would not merit* reporting were it not for the fact that it typifies the experiences of many teachers. The field trip has, unfortunately, become identified with the full-day excursion to the large office in the distant large city. Actually, the most educationally effective field trips for bookkeeping instruction are the short trips that are keyed to the immediate class topic and designed to show one aspect of recording activity at a time.

Most teachers will find in their immediate school community a wealth of such resource materials.

■ **What Can Be Observed**—The following listings suggest the types of activities that students can observe in local field trips:

AT THE LOCAL BANK

Purpose and procedures for preparing deposit slips and making bank deposits; writing checks and drafts and making withdrawals; reconciling the bank statement; obtaining loans, preparing notes, and calculating interest; using safety-deposit boxes and night depositories

How the bank keeps its records with depositors

How posting machines are used

AT OFFICES OF LOCAL DOCTORS, DENTISTS, AND LAWYERS

How appointment books are used

How charges and cash payments are recorded

How patient and client accounts are kept

The use of petty cash records

AT OFFICE OF MANUFACTURING COMPANY

Payroll procedures and records

Depreciation calculations and records

Procedures for handling cash receipts and cash payments

How customer and creditor accounts are kept

Financial reports that are prepared

Stock certificates and records

AT A LOCAL CHAIN STORE

How inventory records are maintained

Procedure in checking incoming merchandise and invoices

How the cash register is used and how cash is balanced and proved

How reports are prepared

AT OFFICE OF ELECTRIC COMPANY

How electric bills are calculated and recorded

Payroll procedures and records

How cash receipts and payments are recorded

How property records are maintained and depreciation recorded

AT A LOCAL STORE, FILLING STATION, OR GARAGE

How the cash register is used and how cash is balanced and proved

Sales and purchase records and procedures

How cash receipts and cash payments are recorded

What journals, ledgers, and other account books are kept and used

What financial reports are prepared

■ **Student Committees**—Class field trips are not always possible or desirable. Another plan found to be effective is to use student committees. Instead of taking the entire class to one business, the students are divided into committees of four or five students each.

• *Each committee* is assigned the responsibility of obtaining certain information from a designated business. For example, in discussing the various ways that Accounts Receivable are kept by businesses, different committees may be assigned the responsibility of obtaining the information from the office of a doctor or dentist, from a lawyer's office, from a department store, from a grocery store, and from a manufacturing firm.

Each committee plans its visit, obtains the information, and reports its findings to the class.

• *Similar committee assignments* can be made when the class is studying procedures for handling and recording cash, purchase and sales procedures and records, special journals, multiple-column journals, inventory procedures, preparation of financial reports, property records and depreciation, payroll records, use of accounting and posting machines, and opportunities in the field of bookkeeping and accounting.

• *The committee plan* has several advantages. It places responsibility on the students. The development of a willingness to assume responsibility is a desirable educational outcome; this can be achieved, however, only by placing students in situations where they have the opportunity to assume responsibility. The committee plan provides such an opportunity.

Because the committee must explain to the other class members the record-

ing procedures observed, the committee plan gives the students an opportunity for verbal expression.

■ **Individual Projects**—Another plan that may be used effectively is to have each student in the bookkeeping class select one business firm in the community for intensive study. As each topic is presented in class, the student is responsible for determining how the business he selected (called *his firm*) carries out that recording procedure. The reports are discussed in class.

• *A manual may be prepared* by each student. The student collects the information and other material for his manual throughout the year and submits the finished manual at the end of the course.

Accompanying is an illustration of the instructions to the student for preparing such a manual. When this plan is used, it is generally advisable for the bookkeeping teacher to forward a letter to the firms selected by the students. The letter explains the purpose of the plan and solicits the co-operation of the companies.

■ Some Practical Suggestions—

1. *Make a survey* of the businesses located close to your school. See how many different types of records may be found within a radius of a few blocks from your school.

2. *Plot the businesses* on a large poster similar to the illustration. Make this poster a permanent exhibit in your bookkeeping classroom. Make these businesses *Your Bookkeeping Laboratory*.

3. *Help your students* to see the practical values of your bookkeeping course by showing, through class, committee, and individual field trips, its application to the businesses in your community.

4. *Take the "excursion" out of the field trip* by (a) using the resources close by your school, (b) planning each trip so that it can be completed within one or two class periods, and (c) designing each trip to provide observation of a specific recording activity, not an over-all tour of an office or of a complete accounting system.

5. *Experiment* with class, committee, and individual field-trip plans and determine which is the most effective for you, your students, the observation point, and your community.

6. *In planning and executing* field trips, give your students an opportunity to assume responsibility, to develop initiative, and to exercise self-expression.

7. *Keep a file* on local businesses for your use in planning class, committee, or individual field trips. The file should contain such information as name of person to contact, description of records, special recording features that

should be observed, summary of previous field trips, and common questions students ask on their return.

■ **Summary**—If the bookkeeping course is to be practical, students must have an opportunity to relate classroom theory and activities to actual record-keeping practices in business. The field trip provides that opportunity. It offers the essential bridge between the classroom and the office. It is a way for students to study record keeping in action.

Fortunately, within a short distance of most schools a wide variety of records and recording practices may be observed. By using these local resources for points for observation, (a) you relate your bookkeeping course to the community; (b) you take the "excursion" out of the field trip and increase the probability of its being a

real learning experience; (c) you make it possible to tie the field trip to the immediate subject of class discussion; and (d) you make frequent class, committee, and individual field trips possible.

■ **Editor's Note**—This article is the fifth in Doctor Hanna's series. To date his contributions have been:

- *September*, an introduction to the series: "Let's Face the Facts in Bookkeeping."
- *October*, Methods (1): "How to Help Students to Remember."
- *November*, Methods (2): "The Uses of Classroom Dramatization."
- *December*, Methods (3): "The Use of Blackboard Demonstration."
- *January*, Methods (4): "Using the Community As a Laboratory."
- *Next month's* article deals with the use of visual aids and exhibits.

YOUR BOOKKEEPING MANUAL

At the end of this course you will be required to submit a manual outlining the bookkeeping procedure followed by the business firm you have selected for study.

Your manual should contain the following information:

- (1) Name of firm and its location.
- (2) Description of the business. (Kind of business it is, what it buys and sells or manufactures, number of employees, whether it is a single proprietorship, partnership, or corporation.)
- (3) Description of its records. It is suggested that you organize your manual according to the following headings. Under each heading you will find a series of questions. Your manual should answer these questions and contain any other information you think is important. Include, when possible, actual business forms or drawings illustrating your firm's records.

Cash Receipts:

- Is a cash register used? If so, what information is obtained from it for the records? How is cash proved at the end of the day?
- Is all money received deposited in the bank? If not, what procedure is followed?
- Where are cash receipts recorded? (Describe and illustrate).

Cash Payments:

- How are bills verified for payment?
- Are all bills paid by check?
- Where are cash payments recorded? (Describe and illustrate).
- Is a petty-cash fund kept? What type of items are paid from petty cash? How is the fund organized and recorded?

Purchases:

- How are orders for merchandise made?
- How are invoices checked and filed?
- Where are purchases recorded? (Describe and illustrate).
- Is a separate ledger kept for creditor accounts? What account form is used?
- What are the sources for entries to creditor accounts?

Sales:

- How and where are cash sales recorded?
- How and where are credit sales recorded?
- Are sales slips prepared for all sales? How are sales slips checked and filed?
- Is a separate ledger kept for customer accounts? What account form is used?

Statements:

- What is the length of the fiscal period used by your firm?
- How is merchandise inventory obtained? How frequently?
- What financial statements are prepared?
- Are the books kept on a cash or accrual basis?
- What adjusting entries, if any, are made?

IF YOU WISH to assign each student to the preparation of a Bookkeeping Manual devoted to the activities of a firm he selects, the above guide serves as his sheet of directions. Permission is granted to duplicate this guide for classroom use.

■ **Fallacy No. 9: "I Teach My Pupils to Type on the Word Level Very Early"**—This statement is phrased in different ways—"from the very first day," "as soon as the keyboard has been covered," "after three weeks," etc.

The consequences of this procedure were discussed somewhat in the preceding fallacy.¹ I am concerned here more specifically with another aspect of levels of typing; namely, the erroneous assumption that, because a group of pupils has been subjected to the same teaching for the same number of periods, they are all at the same point in their skill development. This, of course, is not how typing ability develops. In this connection Book's memorable description of what takes place bears repetition:

It is generally believed that the *logical order* of forming the habits to be acquired in any instance of learning is also the *most effective* way of acquiring them. But studies of learning have shown that this is not true; that habits rarely or never develop in this way. It has, for example, been shown that, while the habits to be acquired in a given case of learning develop in a certain order of succession, none of the elemental habits acquired reach complete maturity before higher-order habits begin to form.

The development of the various habits acquired in learning to typewrite is something like the movement of a flock of sheep along a country road. The whole flock moves forward, now faster, now slower, while first this and then that particular sheep pushes ahead of the rest. So, in learning to typewrite; all the habits to be acquired are being developed almost from the first. Over this array of possibilities of improvement, the learner's attention moves, focusing now on this, now on that particular phase of the work and causing an adaptation to be made first in this, and then in another part of the work, producing great irregularity in the development of the various habits to be acquired. The most economical way of developing these habits is, therefore, to let them grow and develop together as far as possible.²

• *It is the writer's belief* that this unexpressed premise (all pupils being at the same point in their skill development) lies behind word- and phrase-level teaching; else how justify starting

¹ See Fallacy No. 8: "Force Your Students to Be Intropective; Make Them Conscious of the How of Their Typing," page 184 of the December, 1951, issue of BUSINESS EDUCATION WORLD.

² William Frederick Book, *Learning to Type-write*. New York: The Gregg Publishing Company (1917), page 442.

Fallacies in Teaching Typewriting, 9-10

DR. A. E. KLEIN

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New York, New York

the entire class on word-level typing on the same day? When I was naive enough to use this method, my personal experience indicated that there were always several students who were not yet ready for such drill; and that it not only confused them, but it also discouraged them. Perhaps my teaching techniques were at fault.

• *I have also tried* the opposite procedure (with much better results, I may add) and said nothing at all about levels of typing. Most of my classroom demonstrations on such occasions would be conducted silently, and the students were requested merely to watch and listen as I typed. But, at infrequent intervals, while the students were still in the beginning stages of learning, I would spell aloud as I demonstrated. If I had a mixed group, as frequently happens these days, I would *spell every letter*, while typing at a *low* rate of speed; *use a combination* of spelling the more difficult and longer words and saying the simpler words, while typing at a *medium* rate of speed; and utter only words and syllables, at a *high* rate of speed. Not once, however, was the students' attention drawn specifically to the fact that I was vocalizing differently as my typing rate changed.

I have come to the conclusion that my vocalization had no effect on the development of their typing habits; so, I have dropped it from my procedures. To have drawn specific attention to what was happening at the higher rates of speed would have served only to handicap them. "As Z expressed it: 'I find that I have to let the thing do itself. When a new way of doing the work is noticed and I purposely try to use it or assist it, it never goes right.'"³

• **Conclusion.** Don't draw your students' attention to so-called "levels of typing." This will serve only to confuse them for two reasons: (a) The students are not all at the same point in their skill development, and (b) drawing their attention to the "how" of their typing is bad practice from a psychological standpoint. The quickest way to develop their ability to type at different levels is to have the students practice suitable connected matter with

(a) sufficient repetition under (b) sufficient pressure. This affords the most opportunity for all the levels of typing skill to build up in each learner at his best rate.

■ **Fallacy No. 10: "Bring Every Detail of Correct Posture to Your Students' Attention Each Time They Sit Down to Type"**—That is a familiar admonition in the literature of typewriting. How many of us have given instructions like—

Sit with both feet flat on the floor; place the right foot slightly ahead of the left; keep your back straight; lean slightly forward; keep your elbows at your side; curve your fingers . . . etc.

—over and over again, especially during the very first and immediately following periods of the typing course! By the time we finish giving these instructions and check to see that the students are carrying out every detail, very little time is left for actual typing. I am not implying that posture is unimportant; I do feel strongly that it is over-emphasized.

• *There is no single correct position for performing any skill.* While watching the last game of the World Series between the Yanks and Giants, my attention was focused on the position taken by the batters and pitchers. No two batters assumed the same stance or held their bats in exactly the same manner. Careful observation showed that one man spread his legs wide apart, another closer together, a third held his left foot to the side, a fourth held his bat high and far behind him, a fifth held his with the end on a level with his waist. And these, mind you, were the best professional ball players in both Leagues.

Please do not accuse me of stating that *any* position may be adopted by the student. The professional ball players, I noticed, had several elements of posture and position in common. They all stood with their feet apart (not touching); they all gripped the bat with all ten fingers (not six or eight); they all watched the pitcher's arm as he readied himself for the throw. In other words, there are certain *essentials* in the performance of any skill that good performers have in common, and these should be observed. Individual

variations, however, should be permitted the learner when these contribute to his improved performance.

• *One very important factor* determining such variations is that of comfortableness. No matter how correct it may be theoretically, any position that is uncomfortable for the pupil and leads to poor performance should be discarded if, after a short trial period, the student cannot adapt himself to it.

One element affecting comfort, for example, is the matter of closeness to the machine. Most students will feel comfortable when told to take a position with their elbows parallel to their sides. For a few individuals, this position might result in strain. They feel more comfortable with their elbows an inch or so forward. There is no reason to be dogmatic and to force each and every pupil to keep his elbows parallel to his sides. The correct position should be shown to the students; if, however, after a brief trial, one or two find another more comfortable, nothing more should be said about it.

• *There are other elements* of posture and position, such as the correct height of the table and chair, the position of the fingers on the keyboard, etc., that space does not permit discussing. As with the factor of closeness to the machine, allowance must be made for individual differences, with these, too. For example, forcing the student to keep his fingers curved at all times may "cramp his style." Dr. Popham writes:⁴

. . . Ultraspeed motion pictures of top experts in typing prove that skill may require many variations of finger-key relationships. Individual differences, such as very short little fingers, which often must be straightened out to reach keys, require consideration.

I have been told that Margaret Owen, one of the early champion typists, used to say she was handicapped in giving demonstrations because the typewriting company by whom she was employed required her to keep her feet flat on the floor; she preferred to wrap them around the legs of her chair. This change to the "correct" position (made

³ William Frederick Book, *The Psychology of Skill*. New York: The Gregg Publishing Company (1925), page 234.

⁴ Herbert A. Tonne, Estelle L. Ponham, and M. Herbert Freeman, *Methods of Teaching Business Subjects*. New York: The Gregg Publishing Company (1949), page 133.

to conform to the opinion of the teachers at that time), she claimed, cut down her speed by at least 10 words a minute.

Other instances of peculiar practices of champions in all fields have been observed by many people. It appears to be commonplace in athletic performances that the great champions almost invariably achieve their championships through form that is to some degree unorthodox.

- A comfortable position is a good one because it can be maintained for a reasonable length of time. Any shift in position while one is typing is likely to cause an error. In fact, experts consider posture shifting so hazardous that they try to take a stance that they can maintain for an hour (the time limit of the professional typewriting contest).

Albert Tangora had his desk specially equipped with two rubber pads; and, when practicing or taking part in a contest, he would jam the left and right sides of his legs, just at the knee joints, against these pads and keep them in this position for the entire contest.

Most of us, however, never have to type for more than five or ten minutes continuously. Neither will most of our pupils when they enter the business world. If they are working in an office, they must stop now and then for interruptions. Even if not interrupted, they will pause after completing a page or a letter to proofread, to assemble paper and carbons, and to insert these in the machine. Therefore, any comfortable position that can be maintained easily for five, ten, or fifteen minutes at a time is a good one. In fact, some authorities believe that:⁵

It is highly probable that maintaining any position for too long a time will cause fatigue and that better typing will result if small, restful shifts of position are made whenever the student becomes slightly tired.

- **Conclusion.** There is no one best position in typing. There are certain essentials to be observed, and these should be brought to the attention of pupils as the need arises. Whatever they are told should contribute to their comfortableness and ease of typing. Individual differences must also be kept in mind, for what is one man's meat may well prove to be another man's poison. Above all⁶—

The teacher should not "nag" students about the details of correct posture, especially during the first few lessons.

(Next month, more Fallacies.)

⁵ Earl G. Blackstone and Sofrona L. Smith, *Improvement of Instruction in Typewriting*, New York: Prentice-Hall, Inc. (Second Edition, 1949), page 140.

⁶ Harold H. Smith, *Teacher's Handbook to Gregg Typing*, Second Edition, New York: The Gregg Publishing Company (1938), page 134.



THE PLYMOUTH school store was planned and is directed by the Business Organization class, is owned by the student body, and is staffed by the Salesmanship students.

Our School Store —

PHILIP C. TAPPLY
Plymouth High School
Plymouth, New Hampshire

Our school store was devised initially to give our business students some living business experience, thereby better preparing them for the business world and for society as a whole. As it has turned out, the learning opportunity has spread and spread, until now our school store is a functional center of education for many—nearly all—the students in our school.

Stores in some schools are run only by distributive-education students; in this regard, ours is different. The store is staffed by Salesmanship students; but its policies are directed by the Business Organization class, its facilities were provided and will be improved by the Industrial Arts classes, its financial records are maintained by the Bookkeeping students, some of its merchandise is made by the Home Economics students, and its stock is owned by students in all grades of the high school.

- **How We Got Started**—Our school store was organized by the Business Organization class, which still decides upon its policies in their capacity as Board of Directors, with a president, vice-president, and secretary.

The store is organized in the form of a corporation, and shares of stock were sold in order to raise money to start the business. At the time the plan took root, the Business Organization students were discussing different ways that

money could be raised to start a business—the advantages and disadvantages of each. Mention was made of our school's need for a school store, and the discussion turned toward how money could be raised to start a school store.

The students took the discussion most seriously, and out of it came the decision really to issue stock—but first we waited long enough to find out what stock is, what kinds of stock there are, and what kind could be issued for the school store. It was decided to issue common stock. That got us started.

- **The sales campaign** to sell the stock became a project of the Salesmanship class—and they did the job with fine results. Sales talks were prepared, and then a salesman went to each home room and gave his sales presentation. The sales students placed slogans and display posters in the halls. They designed and prepared a chart for each home room to show the status of the room in the "race" to be first with 100 per cent stockholders. As further motivation, they placed in every desk in the school slips of paper which asked, "Have you bought your stock yet?"

The campaign was most successful—educationally as well as financially. It is likely that every student in the school became interested in the meaning of stock and capital and gained a new concept of how a business could be started.

- **The Industrial Arts** department stepped in and helped us. We were assigned a large storage room. The room



PHIL TAPPLY: "No student in any class associated with our store has failed."



WHEN SALESMEN call to sell wares for merchandising in the school store, they must make their presentation to the combined Salesmanship and Business Organization classes.

A Learning Experience for All Business Students

was partitioned off to provide us with both storage space and store space. The I-A boys painted the store. We borrowed some display show cases, but I-A is planning to make us some modern cases in the woodshop—they are motivated by having a practical learning situation, too.

■ **How We Operate**—The store carries (the Business Organization class decided this) clothing, shoes, cosmetics, school supplies, school emblems and banners, milk, and candy. More goods will be added as the store grows. The Board of Directors has laid down the policy: any new materials added will be ones whose merchandising requires the use of real salesmanship.

• *There is a work schedule* for the store staff. One student is in the store each period of the school day, and three students are there during the noon hour. All members of the store staff are members of the Salesmanship class. They receive pay for their work.

• *Buying of merchandise* is done by the Business Organization and Salesmanship students. Salesmen come to the classroom and sell their goods, just as they sell to other stores.

For example, the class placed an order with a shoe salesman. From that salesman's presentations, the students learned not only the real importance of "Knowing Your Product" and other steps in making and concluding a sales presentation, but also such things as:

What casual-type shoes are
What staple-type shoes are

How prices are written in code
How markup is figured
How, when, and why styles change

When the goods arrived, they were unpacked, were checked against the invoice, were priced by markup procedure, were tagged, were displayed, and then were sold—after preparation of a shoe-sales presentation. The invoice was sent to the Bookkeeping class to be recorded and filed. Such is the procedure on each delivery of new merchandise.

• *Looking ahead*, we are planning, with the co-operation of the Industrial Arts and Home Economics departments, to have kits with which our school-store salesmen can also become house-to-house salesmen, selling articles made by those other departments—aprons, pot-holders, door-stops, reminder boards, bookends, dish towels, and so on.

■ **How We Expanded**—Already our store owns a building of its own. The Business Organization class decided the store should sponsor a concession of hot dogs, candy, drinks, and so on, at athletic games. The enterprise got launched well; and, while the weather was good, the heating unit and food were placed on tables in the open. When the weather turned bad, however, the concession was in distress.

So, the Board of Directors decided to borrow some of the money needed to construct a suitable housing unit for the concession. The Board's officers went to the bank and borrowed the money. A committee drew up plans

for the building, bought the lumber, hired the carpenters, and supervised the work. In five months, the note at the bank had been paid off.

How many students learned through real experience in the concession construction project? Not just the committee, or the Board of Directors, but all the stockholders, too!

■ **It's Sound Education**—What have been the results of the school-store project? The full value cannot be measured, of course; we may not know the whole story until long after the students participating in it are themselves merchants and adult consumers. But we do have some small clues to the value of the project:

• *There has not been one student fail* a business course that had any connection with the school store.

• *There have been no discipline problems* in any course associated with the school store. (And the classes include many students who have histories of being academic and disciplinary problems.)

• *At least one girl* who had no interest in going to college has elected to do so because she wants to major in merchandising.

• *More than one student* has frankly stated, "I learn more when I work in the store than I learn in Salesmanship class."

• *Every student in our school* is a more understanding purchaser of business goods and services.

• *And the business department* is certainly the center of student interest.

TYPICAL ERRORS BASED ON INCORRECT REASONING

1. Considering the person with the greatest amount of *cash* the wealthiest person.
2. Calling the sides of asset accounts Debit and Credit, but calling similar sides in capital accounts Credit and Debit.
3. Crediting the proprietor's Capital account for only the cash part of the investment.
4. Making an entry in the Furniture and Fixtures account (and in the Cash account) for only the amount actually paid on the trade-in of equipment.
5. Debiting the Delivery Equipment account for the cost of repairs to a truck.
6. Crediting the Merchandise Stock account for the sale of goods.
7. Debiting the Merchandise Stock account for the return of goods by a customer.
8. Entering sales returns on the credit side of the Sales Income account (or on the credit side of the Returned Sales account—if that account was taught).
9. Making an entry for the Salary the very day a store clerk is engaged.
10. Failing to make an entry in the Cash account for the issuance of a check.
11. Crediting the Cash account when supplies are consumed.
12. Entering in the Profit and Loss account the supplies *inventory* instead of the *consumed* portion.
13. Placing the Profit and Loss account on the asset side of the balance sheet.
14. Failing to use the proprietor's Personal account for recording withdrawals.
15. Crediting the Cash account every time there is a withdrawal, even when the withdrawal is one of merchandise.
16. Debiting the proprietor's Personal account for large withdrawals.
17. Placing the proprietor's Personal account on the asset side of the balance sheet.
18. Debiting the Cash account when goods are sold to a customer and when terms are cash.
19. Listing the proprietor's Personal account under Accounts Receivable on the balance sheet.
20. Failing to credit the customer's account on receipt of a note from him.
21. Debiting the Notes Receivable account when goods are sold and when terms are a 30-day note.
22. Crediting a customer's account when his note is paid at maturity.
23. Considering the total assets the equivalent of the total capital.
24. Listing on the Balance Sheet all customers, even those whose accounts have been closed.
25. Listing creditors, as well as customers, under Accounts Receivable.
26. Entering in the Freight Inward account a payment for freight on equipment purchased.
27. Placing a date on the Profit and Loss Statement rather than "for period ending —" or "from—to—".
28. Reporting as operating expense the total amounts entered in expense accounts.
29. Reporting on the Profit and Loss Statement the total value of equipment in the absence of any word concerning the rate of depreciation or inventory value of the asset.
30. Failing to report any supplies consumed on the Profit and Loss Statement when no inventory at the end is announced.
31. Subtracting the credit pencil footing in the debit money column directly under the debit footing.
32. Bringing down the balance of a creditor's account on the debit side.

Forewarned, Forearmed

Knowing the possible and even probable errors that students will make does not enable the teacher to guarantee an error-proof presentation of a new lesson—but it certainly helps! When presentations are such that errors are reduced, re-teaching and remedial teaching are reduced too; so, an understanding of common errors and their causes is a forward step toward more effective teaching. The author draws from many years of experience in teaching bookkeeping—and from a mound of student papers he has analyzed—to enumerate here:

Common Pitfalls in Beginning Bookkeeping

DR. I. DAVID SATLOW

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The eternal triangle of the classroom—teacher, pupil, subject matter—involves some highly complex relationships. The teacher presents the subject matter to the pupil. The pupil ostensibly learns it; he nods his understanding. The pupil then proceeds to apply in practice what he has just learned—only to reveal that the nodding was in vain and that the apparent learning was not real learning. Where was the fault? In the teacher? In his presentation of the subject matter? In the pupil?

Errors manifest themselves even when great care has been taken by the teacher both in his planning and in his presenting of the new material. It would appear, then, that not all causes of errors are the same. Knowing the causes would make possible more effective teaching.

■ **Three Causes of Errors**—The writer has analyzed many pupils' papers and has discussed the errors thereon with many of the learners. As a result, it seems to him that the causes of errors by beginning bookkeeping students may be classified in three broad categories:

• **Inadequacy of Background.** There are many errors traceable directly to an inadequate background of such basic skills as arithmetic and language. Errors of this type impede learning, for the mind cannot concentrate on bookkeeping factors when it is occupied with the unraveling of a maze of basic linguistic or arithmetical difficulties.

Errors of this kind can be eliminated or reduced only by a sound guidance program. Students who are not ready for bookkeeping should not be programmed for bookkeeping. Rather, a course in remedial reading or remedial arithmetic should be offered to them. It is quite possible to conduct a *kind of*

bookkeeping course in which bookkeeping is the core through which remedial instruction in English and arithmetic can be given under fruitful circumstances—but only by a drastic change in the course syllabus.

To combine in one class, particularly one that is about to tackle the standard bookkeeping syllabus, students who are ready for instruction with students who are not equipped with adequate background skills is to be unjust to both groups and to violate all that we have learned in recent years about educational philosophy and about mental hygiene.

• **Indifference and Inertia.** Some bookkeeping errors are attributable to indifference or mental inertia on the part of the pupil. These errors may be ones made even knowingly, resulting from an active desire *not* to co-operate in the learning process. We do find in our classes students who "chance" an answer without really caring whether it and they are right or wrong, and still other students who blandly give wrong answers in full knowledge that they are wrong.

How to overcome such attitudes? Motivation is the key, of course. We must not, however, delude ourselves by the belief that interest-rousing devices and projects and pats on the back comprise a magic formula that will appeal to every pupil who is indifferent. The problem is not a simple one. There are many things that the bookkeeping teacher can do; there are limitations. A cheerful teacher may lessen the impact of a sordid, broken-home story or the rankle of some very real injustice a pupil has suffered; again, perhaps not.

• **Incorrect Reasoning.** The principal kind of error, however, is the one with which all teachers of bookkeeping are familiar: the student unknowingly



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1. I plan to enter approximately students in the 1952 International Bookkeeping Contest. Send me contest entry blanks as soon as contest rules permit.
2. In addition to my free teacher's copy, please send, at 5 cents each, student preprints of the bookkeeping contest problem as early as contest rules permit. Remittance for preprints enclosed: \$..

Name.....

School.....

School address



Dave Satlow . . . three kinds of pitfalls

reasoned incorrectly — he proceeded conscientiously but unwittingly “down the wrong track.”

We have in our classes many students who *do* possess the necessary general background for the study of bookkeeping and who *are* interested in the subject. They do not necessarily guess wrong; they simply figure things out wrong. Even the best students do this now and then.

While there is not much that the teacher can do for, and with, the student with an inadequate background or with a disinterested attitude, there is much that he can do for the student who reasons incorrectly.

■ **Examples of Incorrect Reasoning**—Illustrative of the kind of errors in reasoning that students make is the preceding list. This enumeration includes only those errors commonly found on bookkeeping papers. Noting them and anticipating them forearms the bookkeeping teacher.

Obviously, no one pupil makes all these errors; but the errors do crop up often enough to warrant thoughtful consideration by the teacher. What causes such errors? Only by analyzing the individual error can the teacher find the cause of it and thence derive some indication of what to do to prevent or to eliminate the cause.

■ **Analysis of an Error**—As an example, let us consider the first error in the preceding enumeration. Our intent is to seek the cause of the error in order that we may anticipate this particular pitfall and perhaps eliminate it. By establishing a solid foundation, based on understanding the cause of pupil misunderstanding, we can reduce considerably the need for remedial instruction.

• **Why does a pupil consider the person with the greatest amount of cash the wealthiest person?** The misconception is one of the popular ones

with which he and many of his classmates enter the class. It is part of the great apperceptive mass of what he has accrued in his mind. He thinks of fat wallets instead of checkbooks, so's to speak.

• **Must we correct the misconception?** Yes. Many bookkeeping concepts are based on the “wealthiest person” notion. We cannot build learnings on the pupil's misconception. We must eliminate the error as early in the term as we can, else we will have to spend a lot of energy, and so will the pupil, undoing it later on.

• **How shall we correct the misconception?** Mere statement by the teacher that assets equal capital is insufficient. A pupil may be able to memorize and recite that, “in the absence of liabilities, assets equal capital,” and yet he may indicate in subsequent class discussion or on his written work that he still thinks the person with the greatest amount of cash is the wealthiest.

The correction must come through an approach that will bring into focus the real elements of the problem. Like this:

Below appears a list of the assets of three businessmen. Inspect this list and indicate who is the wealthiest of the three. Give reasons for your answer.

What He Owns	Adams	Canon	Engel
Cash	\$280	\$ 215	\$625
Merchandise	200	1475	935
Furniture	150	325	200
Office Supplies	75	27	71

Here is another focus problem of the same kind, but with a reverse twist to it.

Who is the poorest of the three businessmen listed below? Give reasons for your answer.

What He Owns	Bryan	Faulk	Maine
Cash	\$375	\$540	\$315
Merchandise	350	115	732
Furniture	200	175	100
Office Supplies	85	50	45

• **Through an approach** of this kind, the teacher no longer relies on the assumption that, once the pupil has learned to *state* the fundamental equation, he can *follow* its implications. The “focus problem” affords practice in the establishment of proper associations.

■ **Summary**—A conscientious bookkeeping teacher will place great value on studying the kinds of errors that most of his beginning pupils make. As soon as he has a grasp of the kinds of error in general, he can determine the causes of some or most of the errors that result from faulty reasoning; then, forewarned of the pitfalls, he can prepare focal problems that remove the causes.

The time spent in analysis of errors quickly pays for itself in the elimination or reduction of reteaching and remedial teaching.

A Daily Drill on All Important Operative Parts of the Typewriter

ROBERT L. FERGUSON

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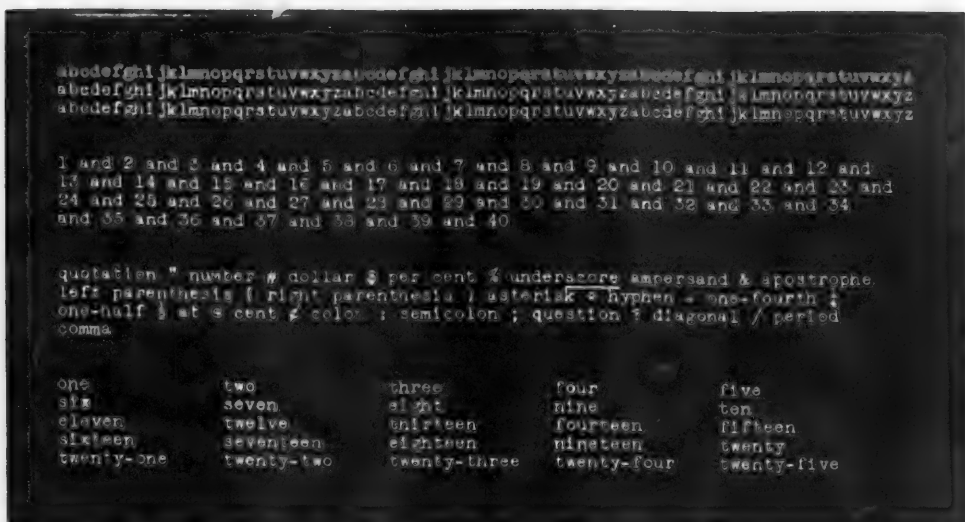
■ **Need for Daily Recall Drill**—Daily recall of all the keyboard reaches and all the operative parts of the typewriter is often neglected, due to the pressure of teaching other things. Then, too, the teacher is often lulled by believing that, once something has been taught, it will automatically be recalled and strengthened through daily use.

However, some reaches and controls are so seldom used that attempting them will cause a whole class to stumble. Try giving a timed writing with a number somewhere in the first ten words, and you'll hear the entire class pause while contemplating the reaches to the numbers—dramatic proof of the need for a complete, periodic recall of the keyboard and manipulative parts of the typewriter.

• **Only six parts** other than the keys of the typewriter need to be manipulated during the typing operation. They are shift keys, backspace key, margin release, space bar, tabular mechanism, and carriage return. Faulty operation of any one of these parts can cause the entire typing operation to falter, can reduce output, and can lead to errors.

A lack of confidence often leads to avoiding the use of some parts of the typewriter in favor of an “easier” error-inducing way, such as incorrect word division instead of using the margin-release key. Daily recall of these six operative parts is the one best answer to the many problems caused by their misuse or lack of use.

Of the six, only the shift key, space bar, and carriage return are certain to have daily use. A student typing two lines will probably operate all three, so a teacher always has an opportunity



to control, correct, and develop these operations. The backspace key, margin release, and tabular mechanism, however, are not necessarily used daily. Add to these three the infrequently used reaches on the keyboard and the problem becomes well defined—how to devise a drill that will provide daily recall of every key on the keyboard and every operative part, yet consume very little time and be easy to administer.

• *The following series of four short drills is one solution to this problem. No copy is needed. Memorization is kept to a minimum.*

In preparation for typing, the machine is set for single spacing, paper guide at zero, and margin stops for a 75-space line (5-80, pica; the same, or 10-85, elite). Tabs are set at fifteen space intervals—20-35-50-65 for pica; the same, or 25-40-55-70 for elite. A note on the blackboard will serve to remind the students of this preparation. These settings themselves serve to recall important nonoperative parts of the typewriter.

■ **Drill One: Alphabet and Margin Release**—Type three lines of the alphabet, placing three complete alphabets on each line. Do not space between letters or alphabets. Because this will require 78 spaces, the margin-release key must be operated three times, giving the instructor an opportunity to see this reach developed and used correctly, as well as to observe the reaches to every letter in the alphabet in the shortest possible time. The student should be told both purposes of the drill.

■ **Drill Two: Counting**—To review all the number reaches, count up to 30 or 40 or more, depending on the speed of the class or the student. Insert *and* between each digit, thus: “1 and 2 and 3 and 4 and 5 and 6 and 7 and 8 and 9 and 10 and 11 and 12.” Typing *and*

forces the return of both hands to the home keys, so the next reach to a number will be natural.

• *The student will average as many or more numbers as his gross-words-a-minute score on a five- or ten-minute timed writing—that is, a student who can type 25 gross wam for five minutes will be able to “count” to 25 or 30 in one minute. This drill will soon make the typing of numbers very easy for the student. Beginning, on occasion, with some number other than one (such as 343) will serve to break the monotony of this drill.*

• *Timing the counting drill for a minute will yield an automatic score (last number typed) that can be used to measure gains and make comparisons. The time consumed in scoring is negligible, even if a deduction is made for error. A suggested penalty is one off for each error in numbers; thus, the score reported might be “Correct Numbers a Minute.” The instructor can break in on the drill any day for the timing process.*

■ **Drill Three: Special Characters**—This drill is short, is complete, and it effectively covers the special characters and punctuation marks. The underscore is under “score” in “underscore” in order to bring the backspace key into use. The play on words, “underscore is under *score*” will help the student remember this. The drill is as follows:

quotation " number #
dollar \$ per cent % underscore
ampersand & apostrophe ' .
left parenthesis (right parenthesis)
asterisk * hyphen - one-fourth 1/4
one-half 1/2 at @ cent ¢ colon :
semicolon ; question ? diagonal / period . comma ,

At first glance this drill appears rather inept; but consider:

• *The characters are covered from left to right and down, with (on the 1/2 and similar keys) the shifted character always first. Thus the student can type the drill without copy if he knows the keyboard. It is a thorough review of the difficult keys on the keyboard.*

• *The name of the character must be known and typed first—before the character is struck. This feature forces the student to learn character names and makes checking automatic; if the character does not match the name, it is incorrect. Do not allow the student to type the character before typing its name.*

• *All reaches are from the home keys.*

• *The drill can be changed (if it becomes too automatic) by reversing the direction of typing (bottom to top, right to left) or by breaking in at any time with oral dictation.*

■ **Drill Four: Tabulation Counting**—To stress the use of the tabular mechanism, count by spelling out the number “one” against the left margin, tabulating, spelling out the number “two,” tabulating, etc., until the goal is reached. There will be five numbers to a line, as shown in the accompanying illustration.

• *This drill can be timed. A score can be obtained by using the last complete number typed and, although not meaningful in words a minute, it is easily determined. Work can be compared, gains recorded, and goals set with it. Students enjoy competing with the “counting” and “tabulation counting” drills.*

■ **Administration of the Drills**—Every key and every operative part of the typewriter used during typing is recalled when one types this series of drills. Because the drills are based on memorization, there will be many eyes on the typewriters unless the student is reminded to look elsewhere.

The student should understand that good posture and good typing habits are a part of the drills.

It will be possible to have all members of the class complete the drills at about the same time if goals are varied for students according to speed. For instance, two to four lines of alphabets can be typed, counting can go to thirty or sixty, one or two special-character drills can be typed, and the goal on tabulation counting can vary from twenty to forty. The minimum goals can be completed in five to seven minutes at a 20-gross-wam rate; the maximum can be completed in the same time at a 40-gross-wam rate.

• *The one-minute scores on the counting and tabulation counting drills can be used very effectively in games, and these results can be graphed or charted as a permanent record of the gains made by the student.*

Remedial Training

In previous articles about electric typewriting, published in BUSINESS EDUCATION WORLD, several authors have commented about the "possible" value of using the electric machine as an instrument for correcting and improving the habits one uses in operating the manual machine. Frequent mention has been made of the improvement of stroking and attainment of accuracy on manuals that occurred as by-products of instruction on electric machines. Could this "remedial" use of electrics be depended upon? If it could, then business and industry would have a fine new method of upgrading poor typists. The author sought the answer to the question. He found:

■ **Electrics Boost Manuals**—Electric typewriters can serve as a remedial tool to upgrade manual-typewriting performance, in a short period, through intensive training. The Typewriting Institute¹ determined this fact through an experiment conducted last summer with twelve employed clerical workers, whose typewriting on manuals was improved through directed practice on electrics to the point where they could be promoted to jobs as full-time manual typists.

• **Benefits of Using Electrics.** The investigation determined that:

1. It is possible profitably to push for speed with accuracy and to coach for production increases for three hours without fatigue setting in.

2. Students who are already manual operators, but poor ones, can improve their accuracy rapidly on electrics and transfer the improvement to manuals.

3. Electric machines encourage an optimistic mind-set. One employee expressed it this way: "I guess I can't make a mistake. It's the machine, not I, that's doing the typewriting."

4. Electric typewriters *compel* correct stroking habits. Their light touch—the necessity for the hands' "barely not touching" the keyboard—improves performance on the manuals.

5. Students get a "feeling" for the pace of fast typing, a feeling and a pace habit that transfer to the manuals.

• **Using Both Manuals and Electrics Daily.** Of the twelve students, ten used manual machines to some extent in the working hours of the day when they were not in class; one used an electric. (The twelfth student was a beginner who did no out-of-class typing.) The data on the ten students who used both the manuals and the electrics every day produce some interesting observations:

1. The adjustment to electrics was fairly complete in three hours.

2. The readjustment to manuals is facilitated when the typist uses the manual and the electric daily.

3. The full speed potential of the electric is reduced to some extent when the student operates a manual during

the days in which he is developing skill on the electric.

4. Where the student operated a manual machine on the job, day-by-day increases achieved on the electric transferred to the manuals.

5. In the two cases where electrics were used both on the job and in the class, the growth in speed and accuracy was greatest.

■ **The Experiment**—The purpose of the experiment was to determine whether practice on electric typewriters could improve manual performance.

• **The students** who participated were twelve clerical workers employed in New York City offices. Each pursued routine clerical duties, including some typing.

In a sense, therefore, the experiment was a typewriting clinic. The malady was poor typewriting; the prescription, directed practice on electric typewriters. The problem was to determine whether the prescription was a good one.

• **Previous experiences** and reports on electric typewriting encouraged the belief that the prescription would be sound. Earlier in the summer, a Workshop in Typewriting conducted by Dr. Helen Reynolds at New York University had tested some procedures and materials for skill building. Members of the Workshop had used both manuals and electrics and had found that, when using electrics, they were able to maintain an enthusiasm and sustained drive for longer periods of typing than when they used manuals—an important fact to know when contemplating three-hour typing sessions for the experiment. Articles previously published in BUSINESS EDUCATION WORLD also encouraged confidence that electrics were feasible for building skill on manuals.

• **A Random Group.** Each of the twelve employees in the Institute's experiment had completely unique purposes and abilities. One employee worked for an office-management firm in which 60 w a m was considered average. Another employee was expected to type 5-by-3 index cards for filing. Six of the employees typed considerable numbers of form letters. In all cases, the students expressed a desire to build skill on numbers. The initial type-

You Can Quickly

writing scores varied from zero to 34 w a m net on a five-minute writing on the kind of machine with which each typist was most familiar.

The one problem area in which there was a common denominator was the high error rate. The most accurate manual pretest was eight errors in five minutes. The effectiveness of electrics as a remedial device was really to be challenged with this group.

• **Primary Objective.** Since the fundamental element in production typewriting is basic facility, the primary objective of the experiment was to boost speed and accuracy on manuals. In addition, one-third of each three-hour session was devoted to production practice.

■ **The Learning Situation**—The experiment took place during the latter half of August and the first part of September. The class was conducted in the Institute's quarters in midtown Manhattan, centrally located for the students.

Because the group was small, it was possible to have the writer's demonstration machine in the front of the room; student observation was easy. Visitors and interruptions were few.

• **Two Groups.** The students attended in two groups. The first group met for three weeks (14 days, since one day was a holiday), attending in afternoons of two weeks and in mornings of the third week.

The second group met for two weeks (8, 9, or 10 days, depending on the individual's ability to be excused from his desk), only in afternoons.

• **All sessions** were of three hours' duration, with three five-minute rest periods.

■ **The Training Program**—After a suitable warmup at the first session, each employee was given a five-minute pretest on manuals; one girl, Jane, who already operated an electric occasionally on her job, was given a five-minute pretest on an electric machine. After adjustment was made to the electrics, which took the remainder of the first period, the course consisted of skill building and production practice.

• **Effective Devices.** An analysis of the pretest indicated the need for re-

¹ Write to Typewriting Institute, 24 West 45th Street, New York, New York.

Improve Manual Typing Skill by Training on Electrics

medial and reconstruction materials. The first unit of the new *College Typewriting Technique*, by Smith and Lloyd, was used for this purpose. The students were thus given an opportunity to relearn reaches. In virtually all instances where a student looked up from his copy, it was due to uncertainty as to reach. The reconstruction practice proved valuable in eliminating this handicap.

A brief demonstration of the difference between thinking of the words and thinking of the letters proved helpful. The students made a conscious effort to type on the word level.

• **Preview Practice.** "Kimball Contest Copy" was used for skill improvement. The students were told to underline certain words and then practice them. The phrase "preview practice" was used to identify this type of practice. The students were shown how to break words into facility patterns. The typing of common combinations such as *ation*, *ing*, and *ment* was emphasized.

• **Setting Goals.** When the student knows just what it is he should shoot for—speed or accuracy—then he is well on the road to self-directed success. Each student kept the kind of progress chart suggested in *College Typewriting Technique*. After each three-minute

timing, which was given daily, the student indicated tomorrow's goal in terms of his achievement today. If he was able to type for three minutes without making more than two errors, tomorrow's goal was speed, and this was indicated on his chart with the letter S. If he had *more* than two errors on the three-minute effort, tomorrow's goal was to be indicated with the letter C, for *control*. Once the student gets the idea of what it is to push for speed and what it is to push for accuracy, the successful attainment of a reasonable goal is facilitated.

On those rare occasions when errors got out of line, the student practiced special alphabetic sentences. About two minutes of such practice seemed to bring accuracy back in line.

• **Numbers.** Since all the students indicated a need for improvement on number typing, considerable use was made of the "we 23" type of drill.² In this drill, the object is to type the number as fast as the word. Since the word positions the fingers for the numbers correctly and provides a contextual jumping-off point, it proved to be successful.

• **Office Materials.** In addition to "Kimball Contest Copy," the students used material from their offices to build

skill during the last part of each session. Since the vocabularies differed, an effort was made to automatize the vocabulary that each student might meet.

• **Tabulation Without Arithmetic.** Reprints of "Tabulation Without Arithmetic" were used.³ The instructions and illustrations are unusually clear, and the employees were most enthusiastic about this simple and effective technique for preparing tables. One student said, "Gee, I wish I had known about this yesterday." She had spent almost three hours doing a tabulation from rough draft. I asked her to bring the problem in the next day and try it the new way; she whizzed through it in 25 minutes.

■ **Student Experiences**—The natural enthusiasm that electrics stir in typists helped make the experiment an enjoyable one. The principles of skill learning apply to the electrics as well as to the manuals; consequently, the rate of growth differed with each individual.

• **Best Growth.** The greatest gains were made by Jane, who already operated the electric before coming to class. In nine sessions she gained 30 gross wam, 38 net wam. Jane had something of an accuracy complex to begin with. She regarded two errors on a five-minute copy as "terrible." When she became reassured that it was all right for her to push for speed on the short, intensive spurts, then she was well on the road to success.

Jane pushed as much as 15 wam higher on one-minute than on five-minute timings. Her willingness to push on the one-minute spurts translated itself into the increases on the five-minute timings, too. Jane carefully set her goals each time, so that she always knew when to push for accuracy and when to push for speed. This seemed to make for the winning combination.

• **Poorest Growth.** Harriet was very much pleased with her newly acquired

PERFORMANCE RECORDS OF 12 CLERICAL WORKERS WHOSE MANUAL TYPEWRITING SKILL WAS UPGRADED BY INSTRUCTION ON ELECTRIC MACHINES

Student	No. of 3-Hour Sessions	Rate on Manual Machines for 5 Minutes, at Start		Rate on Manual Machines for 5 Minutes, at End			Rates Attained on Electrics at End of Sessions		
		Gross with No. Errors	Net Speed	Gross with No. Errors	Net Speed	Net Gain	For 5 Minutes	For 3 Minutes	For 1 Minute
1.	9	48/7 ^a	34 ^a	78/3 ^a	72 ^a	38 ^a	78/3	78/2	93/0
2.	9	44/9	26	65/1	63	37	67/1	68/0	85/0
3.	14	29/20	0	35/0	35	35	46/4	43/2	50/0
4.	14	40/12	16	54/3	48	32	56/2	61/2	69/0
5.	9	29/20	0	41/5	31	31	40/4	43/2	50/1
6.	14	46/13	20	57/3	51	31	58/3	63/2	66/0
7.	14	36/11	14	49/2	45	31	57/3	55/1	60/0
8.	11	38/11	16	52/3	46	30	53/2	55/2	65/0
9.	10	30/8	14	46/3	40	26	47/2	45/1	56/0
10.	16	0 ^b	0 ^b	30/2 ^b	26 ^b	26 ^b	28/2	33/2	46/1
11.	14	28/8	12	42/3	36	24	43/3	45/1	56/1
12.	14	35/8	19	43/3	37	18	45/3	46/3	60/1
Averages	11	34/10	14	49/2.5	44	30	51.5/2.5	53/1.7	63/3

^a All this student's work, in class and on the job, was done on an electric; no use of manual machine desired by employer. ^b This student was a beginning learner.

² See "For Positive Number Control," by Alan C. Lloyd, *Business Teacher*, November, 1951, page 51.

³ Alan C. Lloyd, "Tabulation Without Arithmetic," *The Gregg Writer*, 1947. Reprints are available from BUSINESS EDUCATION WORLD to those who send a self-addressed and stamped No. 10 envelope.

accuracy, made possible by the electrics. Unfortunately, she refused to push for speed. Her best one-minute effort was only four words higher than her best five-minute effort. Where the student will not push for speed on the short spurts, there will be a very slow growth. But Harriet had apparently been reprimanded many times in the office for poor typing and was too content with what seemed to her to be a good gain, 18 net wam.

- **Typical Growth.** With these students, the important matter was accuracy. Since the time spent at the Institute covered an average of 12 days (36 hours) per student, it was felt that an all-out drive for speed without consideration for accuracy would be detrimental to the students' progress. Nevertheless, the average number of errors on the beginning five-minute manual pretest was 13, while on the final five-minute manual test the average number of errors was only 3. The average beginning speed was 37 gross w a m, and the average final speed was 49 gross wam, all tests being on new copy, for five minutes.

- **Outcomes**—The electric typewriters make it possible to conduct with effective results *sustained efforts* at skill building. Fatigue, even in a three-hour practice session, does not vitiate the value of practice. The gains made on the electrics were readily transferred to the manuals. This was particularly true of the gains made in accuracy.

- **Manual and Electric Results.** A comparison of the results of the final five-minute tests on manuals and electrics indicated a close relationship. Because of the unique situation, in which the students operated *both* machines daily, the full potential of electric speed was not realized. Although operating the two machines daily virtually eliminated the problem of special efforts at readjustment, the gradual and daily readjustment to the electrics tended to slow down performance on the electrics just as it speeded up performance on the manuals. Those students who did a considerable amount of type-writing on both manuals and electrics completely mastered both machines; the speed on electrics was, of course, superior to the manual performance.

- **Student Preferences.** All students felt that they would do better and more work if they had electrics. It took urging to get the students to practice on the manuals in the Institute's classroom. They were very much aware of the difference in energy involved in "pounding" the manuals and "ouncing" the electrics!

- **Electrics are a short cut** to building speed and accuracy on manuals for persons who are presently operating manuals inefficiently.

As Real As You Can Make It

If you wish to bring realism into your office-practice class routine and help your students develop initiative and a functional acceptance of personal responsibility, try this author's plan. He classifies the work of the course into jobs, then gives a pay check—pseudo, of course—based on the number of jobs completed satisfactorily. Although he has developed the plan for the post high school student, many of the features of the plan could readily be adapted to the high school program.

Methods in Office Practice, 5: How to Set Up and Use the "Job Hour" Plan

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Good teachers of office practice strive for realism in the classroom program. One plan for achieving realism, with all its associated benefits to student and teacher, may be called the "Job Hour" Plan, a way of organizing instruction so that students get the feel of being responsible "employees." The plan has proved most successful in its use at the Institute of Applied Arts and Sciences, a division of the State University of New York, where students are trained to become Technical Office Assistants, qualified to assist engineers with their office work.

There are two basic elements to the plan: *first*, the use of "pay checks" instead of ordinary grades, which involves a whole new concept of measurement; and, *second*, the organization of assignments—whether they are textbook assignments or special projects undertaken as a service to the school—into "jobs" for which specific job descriptions are prepared.

- **The Pay-check Concept**—What relation do school grades have to pay checks? Each is a reward for effort. Each exerts a motivating force on the worker. Both employee and student feel, or should feel, a sense of obligation to produce something usable in return for his grade or pay. In both situations, there is a tendency to desire more than what is actually received.

- **There are other links** that pay checks and grades have in common. For each, the recipient will toil and tolerate; will submit to the drudgery, if such it be, of performance or of learning the performance. The pay check and the grade card, if properly used as part of a good working situation, make a recipient feel that perhaps the struggle is worth while after all.

- **There is an important point** of dif-

ference, however, between a grade in office practice and a "pay check" for performance in office practice. In the pay-check system that we have developed, each student is graded or "paid" on the basis not of how good a job he did but, rather, of how much acceptable work this student did.

- **Pay-check Mechanics**—The pay-check system is not easy to set up; but, once established, it provides many benefits.

- **Objectives.** Properly planned and executed, the plan can—

- Provide an incentive for the student to do more than the minimum assignment.

- Develop the ability and desire on the part of the student to check his work before submitting it.

- Develop in students the habit of seeking to know *Why* and *How* to do things.

- Provide, for administrative grading purposes, an evaluation of what each student has done on jobs that are as near to the real thing as the school makes them.

- **Basic Premises.** Two points are established at the first meeting of the class:

- That any work done must be acceptable under the standards of business and industry.¹

- That students will receive credit in "Job Hours" for doing acceptable work, not A-B-C-D grades; and the final course grade will be determined by the number of Job Hours accredited.

Under the first premise, the instructor reserves the right to reject any work that does not come up to office standards, a right that places on him the burden of acquainting the students with these standards at the outset.

The concept of "grading" strictly on the basis of "acceptable or not acceptable" instead of on *degrees of acceptability* (A, B, C, D or numerical equivalents) is radically different from the standard to which most students are accustomed, and the concept must be made clear early in the course. At first,

¹ For a good description of standards, see "What to Expect of Office Beginners," by F. L. Haskell, in the November, 1950, issue of the *NOMA Forum* (now *The Office Executive*), pages 3-6.

this requires a mental adjustment that is not easy even for the teacher, if he has not graded on this basis before.

Unacceptable work is returned to the "employee" with suitable instructions for its revision and completion. Often it is necessary to have a conference with a student relative to unacceptable work. Acceptable work is "taken out of circulation" by the instructor, to reduce copying, but may be returned at the end of the term to those students who wish to keep their work.

• *This vocational type of grading* may exact less lengthy grading sessions by the instructor, but it leaves just as many papers to be reviewed. It requires iron-willed adherence to the "not how *well* but how *acceptable*" philosophy of evaluating production.

Maintenance of the plan also calls for considerable planning and clerical routine by (or in behalf of) the instructor. The work must be planned into jobs, the number of job hours to be accredited to each job must be estimated, and records must be maintained by both student and instructor. To understand these, let us review the other characteristics of the "Job Hour" Plan. ■ *"Jobs" As Assignments*—To set this incentive plan into operation, the instructor will need to prepare the following aids.

• *Job Cards.* Since the course of study in office practice must be comprehensive as well as "learning by doing," many and varied Jobs must be designed and assembled. Job cards—5-by-3 cards—providing directions and references to sources of information and incorporating a recording procedure must be prepared. Ordinarily, the instructor will wish to duplicate enough of the cards to have one on each Job for each member of the class.

Any standard secretarial-practice or office-practice textbook provides the source of many Jobs, especially if it is the type of book that has the student "work" in different "departments" of a



THE TECHNICAL Institute at Binghamton trains young men and women to be expert secretaries to engineers; so, basic training includes some fundamentals of engineering.

Binghamton Press Photos



THE TRAINING also includes a functional office-practice course in which the author (background) uses the Job-Hour Plan to build business proficiency and attitudes.

Binghamton Institute Photo

typical firm. If the instructor desires to emphasize the practices in a particular type of office—legal, dental, medical, engineering, etc.—he can use appropriate materials that apply to that field.

Should some topic, such as filing or the use of an office machine, require more complete treatment than is found in the standard textbook, miniature "courses within the course" can readily be devised as a multi-credit Job.

In planning his whole program, the instructor must carefully check to see that he has provided for an adequate degree of rotation among the students and for an adequate coverage of the course program.

Each Job must have fully written instructions, but those instructions need not be written on the Job Card. Folders of instructional material can be prepared; the textbook information may be referred to; supplementary materials may be readied. The Job Card must bear exact directions as to what is to

be done, where source information is to be found, and what Job-Hour credit (usually a guide to the time required) is to be given for the Job.

What is a Job *worth*? The instructor's guide is this: "How long will it take an average student to complete this Job if he understands what to do and if he works at full capacity?" Job-Hour estimates may change, of course; but, if they do, adjustment must be made in the records of all who have completed that Job.

What about "unexpected" Jobs, the kind (received from other departments of the school) that are dropped on the office-practice class under the guise of "Good experience for your students"? These chores *can* be good experience if the instructor can choose and pick among them to select ones that are truly beneficial for the students and if he can assign them to the right person at the right time. Usually the instructor can

(Continued on page 253)

Job Card No. 12
Thomas Register of Manufacturers
5 Job Hours

Started
Finished
Credit
Name

1. Obtain copy of folder, *Thomas Register Procedure*, and a set of the Register (4 books).
2. Get paper clips, pencil, India ink, library cards, 5x3 cards.
3. Look up and process 5 new catalogues. Check each to see if it has been done before.
4. Turn in cards, catalogues, etc., for the five new cards at one time.
5. Make *Thomas Register Report* on the five you did.

Representative Job Card

Positive Approach *This is a very special article. It suggests that right within arm's reach of most typing and transcription and office-practice teachers is a perfect instrument for making the teaching of proofreading a happy, positive experience —*

HELEN HINKSON GREEN
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Does your school have a mimeographed or Ditto'd school newspaper? Lucky you! Even if you are the sponsor—and, being a business teacher, you probably are—and wish that *for once* your team could get out an issue without an error, you should realize that your duplicated publication is a gold mine of opportunity for developing proofreading skill (and that includes proofreading for English sense, too) in the transcription, typing, business English, secretarial-practice, and office-practice classes. Every issue is a made-to-order teaching situation.

■ **Why the School Paper?**—The use of the school paper offers an approach to the teaching of proofreading that is practical, positive, and purposeful.

- **Practical.** Such an attack on proofreading is practical for several reasons. First, you are dealing with a "real life" situation, always the best learning experience. Secondly, this "real life" situation is also a "natural" for your proofreading purposes. School papers actually *need* to be proofread equally as much as students need to be taught how to proofread. The job is there to be done; make the most of it. Third, such proofreading places the responsibility for a carefully proofread paper squarely on the students—where it belongs.

- **Positive.** Proofreading the school paper also offers a positive approach to proofreading. This is in direct opposition to the usual negative procedures of inflicting penalties for either *finding* or *not finding* errors, which are too frequently the bull-whip methods employed in our classes.

- **Purposeful.** The pages of the school paper present a purposeful approach to the teaching of proofreading because the student can readily see that there is a need for, and a purpose in, what he is doing.

The same student who apathetically proofreads a class exercise because it is a class exercise will tackle proofreading the school paper with a bit more vim. He knows that the fate of the exercise is to be handed in, graded, handed back, or, at best, tacked on a bulletin board. Proofreading the school paper has a better fate, a more real purpose. It is circulated among, and read by, the students and the townspeople—even by students from other

schools that are on the paper's exchange list. Because the paper has a use that he readily understands as worth while, it follows that his proofreading likewise has a meaning and a purpose that is worth while.

■ **Advantages**—In addition to providing a practical, positive, and purposeful approach to proofreading, the school paper offers other decided advantages for meaningful proofreading lessons.

- **Student-Interest Subject Matter.** In contrast to much material gleaned from the pages of textbooks, the pages of the school paper contain material of definite and personal interest to the student. No matter how "real life" the textbook may make a series of business letters between Joseph Doakes and the Smithsonian Institute regarding the fossil remains found on Uncle Abner's mountaintop, it can never compete for interest with the "Students' Opinion"

column or the "Griggsville Beats Pittsfield" account in the current issue of *The Reporter*. Interest in such subject matter begets enthusiasm and attention, two qualities that hobnob all too seldom with that tedious fellow, Proofreading.

- **Familiar Vocabulary.** The school paper, written and edited by students, presents material composed largely of words found in the average student's vocabulary. Textbook assignments too often comprise words quite unfamiliar to the students who are proofreading the "problems" assigned.

- **Level of Comprehension.** Quite in keeping with its presenting student-interest material and familiar vocabulary, the school paper contains material well within the student's level of comprehension.

"But aren't you being repetitive?" I can hear you say. "Isn't that what you've just said when you spoke of *familiar vocabulary*?"

No, I don't think it is the same thing at all. Material may be couched in terms from the student's own vocabulary and still be quite beyond his comprehension. Let me give you an example or two of what I mean.

The other day one of my students handed me a beautifully neat page of typewriting, carefully proofread—or so she thought. The "exercise" was entitled "The Usefulness of the Squeak." The "squeak" had a whole line ingloriously omitted right in the middle of what made it useful. Yet the words in that selection were largely as commonplace and simple as "squeak" and "dry ice" (which, incidentally, made the squeak).

Now why did that student omit a whole line in typing that exercise? She didn't have scientific background or knowledge or perhaps just plain interest enough to comprehend fully what happened when somebody rubbed a piece of dry ice against a pearl, which vibrated at the rate of so many r.p.m.'s a second—or something like that. (Thought worth pondering: Why should I expect a student to grasp completely what happened when that dry ice was rubbed against something or other, in *one* typing, when I, who have fine-tooth-combed dozens of students' "Squeaks" for errors, can't recall just what did happen?) But I nailed her on it just the same.

Use Your Duplicated School Paper

"Look, Dody," I said, calling her attention to the omission. "You've left out a whole line. It doesn't make sense the way you've typed it."

Said Dody, resignedly, but with a touch of asperity, "It didn't make much sense to me, anyway."

- **"Work Experience" Motivation.** As stated in the beginning of this article, the proofreading that a student does on the school paper is meaningful to him because it has a practical value. Actually, this constitutes *pseudo* work experience for him and, as such, is attended by much of the powerful motivation that an actual work experience program possesses.

In textbook assignments, you can tell a student all the reasons there are for *why* it is important that he master proofreading. Better still, you can have him tell you. You can reward him with good grades, or penalize him with bad ones, with perfect papers displayed, or bad ones to do over—all to *some* effect. But none of these measures will do the job so well as giving him something to proofread in a "real life" situation. Let him proofread something that has a vital, yet down-to-earth, reason for being correct and sensible.

Because the school paper is actually read by real people, it must make sense. It won't if there are careless omissions, faulty sentence structure, indecipherable corrections. Any student readily understands that. Plus that understanding, he has a pride in the appearance of his school paper. It looks pretty silly if somebody flubs up on a lot of misspellings or stroke errors.

Yes, it makes sense to students to proofread the school paper, and we are missing out on a wonderful opportunity to do some meaningful teaching if we fail to utilize our school papers in our efforts to teach students to proofread.

■ **Locking the Stable Door**—You will probably throw up your hands in horror and hoot with derision when I tell you that the best proofreading lessons come *after* your school paper has been "run off" and distributed each month.

"What a way to run a railroad!" I can hear somebody say. "The people who *do* get into the teaching profession! Doesn't she know you're supposed to proofread *first*, eliminate the errors, and *then* 'run off' the paper?"

• **There Are Reasons.** Certainly, she knows it! And certainly the paper

• **Keep It in Line.** If you try such sessions, be sure that you make them supplement what you have been teaching. Have you been working especially hard to eliminate awkward sentence construction? Scan the paper with an eagle eye for such faults. "Spot" such places; then have one-minute "rewrite" contests to see who can do the best rewrite job in the allotted time on the faulty sentence. At the same time, you will be reviewing your lessons in correct sentence structure. Let the class point out what is poor about the original and what is good about the rewrite in each "spot" that you tackle.

Have you just put in a week when you have hit the semicolons for all they are worth? Put your Hawkshaws on a semicolon trail. Let them hunt for places where semicolons have been used (1) correctly, (2) incorrectly, and (3) where they could have been used to advantage. Give them *leads* if they need them. Say, "I see a beautiful spot for a semicolon in paragraph three, column one"; or, "There is a semicolon error in the last paragraph, second column, on this same page."

Does this issue of the paper give

ment to stimulate interest? If so, what will it be?

What results or outcomes do you hope to obtain?

A careful perusal of the paper with such questions in mind will probably result in a very clear-cut plan and assignment, and a worth-while, profitable class period.

■ **One Way To Do It**—One month my class took two consecutive days for some *catch-all* proofreading. We certainly had a lot to catch, too. The month before, our paper (sponsor: the author!) had been singularly free from errors. We were both proud and cocky. This month's paper was a glaring proof of the proverb, "Pride goeth before destruction, and a haughty spirit before a fall." This downfall was partially the result of our being in the midst of getting the school's yearbook to press, with everybody rushed for time. But whatever was responsible for it, the paper was full of all the things we'd worked hard to weed out—messy corrections, strikeouts, wrong word divisions, punctuation errors, misspellings — practically anything you could name.

In looking it over, I decided we needed an all-out war on errors of every description. They were all faults that we had tried to eliminate over and over — but we would have to tackle them again.

• **Directed Homework.** It was much too big a job for one lesson; but, from the evidence at hand, we could (obviously) proofread profitably for two days. Hence, I made a two-day assignment. Each student was to proofread the entire issue—outside of class—marking all errors. In that way, our organized class offensive could cover more ground.

The students were also told that we would try to cover roughly the first half of the paper the first day and finish the rest on the second. Sounds like a minor and unnecessary direction, perhaps, but it puts an end to such flimsy excuses as, "I started at the back and haven't gotten over there yet." Or to that even weaker one, "I just sort of skipped around, and I guess I missed that page."

To guide the students in their study, I put the following brief outline on the board, which each copied.

TYPES OF ERRORS TO LOOK FOR

1. Punctuation
2. Messy corrections
3. Typographical errors
 - wrong word divisions
 - misspellings
 - reversals
 - omissions
 - strikeovers
 - stroke errors
 - others
4. Sentence structure
 - awkward
 - incomplete
 - run on

for Some Lessons in Proofreading

should be proofread before it comes out. Someone must proofread the rough drafts of news "copy" when it is turned in, proofread the typed "dummy" sheets, and proofread the stencils—all *beforehand*. But errors still come through!

In fact, sometimes an error that didn't exist on the rough draft or on the dummy copy of some news item will suddenly make a startling debut in the stenciled account of that item. And have you *never* found that somebody *uncorrected* in the stencil — typing an error that had been carefully corrected in the dummy copy?

■ **Post Mortem Take Off**—Soon after the paper comes out, the very day, if possible, everybody brings his copy of the paper to class for a *Constructive Criticism* session of some kind. I say *some kind* because what we do depends on several things: (1) what we have been hammering away at recently in class; (2) what this issue of the paper reveals as needing to be "boned-up" on, (3) my own opinion of what procedure would be most beneficial right now in the way of proofreading and constructive criticism. There are dozens of ways to handle these lessons.

much evidence of a need for a review of rules for word division? Build your lesson around a review of these rules and a hunt for correct and incorrect divisions throughout the paper.

■ **It All Depends on You**—From the foregoing, it should be quite apparent that what you do in post-mortem sessions you hold each time the paper comes out will vary greatly. The important thing is to *have a plan* each time, so that the lesson doesn't bog down for lack of direction. If you want to get results, don't just say, "Bring your papers to class tomorrow; we're going to proofread again."

• **Do Your Own Homework First.** Be sure that you have looked over the finished copy of the paper very carefully before you make the assignment. Decide definitely *what* you are going to stress in this week's lesson and *how* you are going about it:

Do you want to proofread for *everything*, or just for certain types of errors?

Are you going to try to cover the entire paper, or just certain pages?

Does this work call for an outside assignment, or is all the proofreading to be done in class under your direction?

Can you introduce a *game* or *stunt* ele-

• **Explicit Directions.** What the students were to do was not complicated, but the procedure was explained carefully. With the check list before them as a "reminder," they were to proofread each page, circling all errors, regardless of what kind of errors they were, unless there were sentence-sense errors. These were to be marked by an "ss" in the margin, in the same manner that I always mark such errors on their papers. Then, at the top of each page, they were to write the total number of errors found on each page. "Don't forget or neglect to put that total for each page," I reiterated after I had paused for questions concerning the assignment. "It might be money in your pocket."

• **High Man Wins.** Next day, just before class time, I took a dollar bill down to the office and traded it to the office girl for a pocketful of nickels. The minute the class came in, we started on the proofreading work. (The assignment for the next day had already been taken care of.)

"How many errors did you find on the first page?" I asked before anybody had a chance to sidetrack me by bringing up something else.

Helen Hinkson Green, author of this sprightly article, is the same Mrs. Green who contributes the "Teaching Devices" column each month in BEW's "New Business in Business Education" department. Don't miss her article in this issue—it's on page 248.

"None," said a couple of lazy yokels who hadn't looked. "Two," said someone. "Five," said Harry.

"Anybody find more than five?" I asked. "No? Then point out the ones you found, Harry. It looks as if you're high man."

While he called off his five errors, I sauntered back into his vicinity. "Give this gentleman one Coca Cola," I said, flipping a nickel on his desk. "Who's high on the next page?"

"Well, whatya know?" said Harry. "She wasn't foolin' when she talked about 'money in your pocket.' Am I glad I did my homework!"

All of a sudden the fun was on, and proofreading perked up amazingly.

• **Simple but Effective.** It's surprising how a simple thing like that can add incentive and zest to a lesson. Of course, the nickel doesn't mean a thing. It's the idea of something a bit novel, the element of surprise, and the sheer fun of even such small competition.

• **Up Goes the Ante.** The next page cost me two nickels. Harry, who really had done his homework, was high man again on total number of detected errors, but Dot had discovered a split infinitive, which he had missed. That earned her a "coke," too. Finding a

split infinitive ought to certainly be worth a nickel in anybody's language. (No, I'm not going to send any of you a nickel for *that* one.)

• **West of the Pecos.** The third page took me for three nickels. I turned into a regular Judge Roy Bean in the sake of interest, and held court with a fine disregard for justice. Morris got the first pay because he had been second high for three consecutive pages. Judge Bean just declared him high man in a perfectly outrageous manner. Bob, who argues over any and everything, got the second nickel tossed to him with a, "Give the tall, chronic *argufier* over there a 'coke' simply to shut him up before he gets started." And Harry, who was high again, came in for his take after I had dispensed the other two. Then the class really started gunning for him.

We had lots of fun. Some careful proofreading was done, too. Everybody started furiously hunting for all the errors they had overlooked outside of class, in an effort to be "high" man each time.

■ **Make It Different Each Month—**Don't try the same gag time after time and expect it to work. It won't. But you can always do something a bit different.

• **Use All Sorts of Teams.** There are numerous ways to vary the game element by using simple team variations. My only objections to using teams are the *time involved* in organizing even the simplest sort of team and the scoring. In spite of the fact that we have fun, I like to keep the ball moving, so to speak.

• **Bridge Club "Steal."** The prize idea has many possibilities, too. A traveling prize (idea lifted right out of your Thursday night Bridge Club) that goes from one winner to the next, ending with the one who has the most "legs" on it, has all sorts of possibilities. Try a traveling milk shake (twenty-five cents well spent) or two tickets to the local show.

• **Privileged Characters.** Unusual privileges make good prizes, too. The first really warm day that we have a proofreading session, I'm going to pay off in actual "cokes," letting each winner saunter right out to the "coke" machine in the hall, and bring his drink back into class to make everybody else that much thirstier—and that much more alert for errors!

(If you are a very young and inexperienced teacher, I suggest you go slow on *that* sort of suggestion, though, unless you are *very* sure you have your class in complete control. For old hands at the game—and perhaps one of the compensations for being beyond the "dewy" stage lies in such as this—it will be no trick at all.)

How to Conduct a Community Filing Survey

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■ **It's Good to Know the Answers—**How many times have your filing students asked (or perhaps wondered without asking), "Do they *really* follow these rules in business?" or "Are these fancy systems actually *used* in business offices?"

If you have been teaching filing, you are honor bound to answer these questions with a "Yes," because an "I hope so" or an "I think so" would sound pretty lame. But what follows the "Yes"? Can you say with assurance that the Excello Company or Sally Smith, in the insurance office, actually does use a certain system or certain rules?

Nothing makes filing more realistic and more interesting than saying confidently, "This is the system used at . . ."

If you are using miniature letters and other filing materials prepared by publishing companies, you may be sure that your materials are authentic and that they are used somewhere. But the important thing is whether they are used within *your* community, or whether *your* students are ever apt to use them in business.

There is only one way to find out whether your teaching of filing is consistent with what is being done in your local business offices. That is by visiting these offices—or, actually, by having your students make the visits. In short, make a community filing survey.

■ **Developing Interest—**If a student asks about business filing practices, half your problem of developing interest in a survey is solved. Follow up the question with another one, "Who knows about filing practices in any of our local offices?"

Don't pop the "Let's make a survey" idea yet. It's too early. Find out how much your students already know; then you have a basis for further study.

• **Discussion.** Jean, who worked in a lawyer's office last summer, can tell about filing legal cases by number and filing general correspondence alphabetically by subject or name. John, who was an office boy in an insurance company, can tell how he carried folders from a central file to various desks and back again. He may never have done the actual filing, but he probably knows a few things about the filing system the company uses, as well as the great importance of filing.

• **If There's No Interest.** If no one asks about business filing practices, you have a dead bunch. Of course, your students may have the "ultimate confidence" in teachers; but, more than likely, their interest is lagging, and they are missing the basic reason they are studying filing—to prepare for a job. Filing instruction is vocational, and business needs and actual practices should be of major interest.

How can you develop interest in a filing survey under such conditions? Surprisingly, the same question can do the trick, "Who knows about actual filing practices in our local offices?" or "Who knows how any of our local offices file?" Watch interest perk up now—here's some new life in the filing course.

Such questions are more thought-provoking than the vague ones, "How does business file?" or "What systems of filing are used in business?"

• **Develop Questions.** You can supplement your introductory question by asking questions of this type:

1. Do you know of companies that use alphabetic filing?
2. Do you know of companies that use geographic filing?
3. Do you know of companies that use numeric filing?
4. Do you know of companies that use special systems of filing, such as Soundex, Triple-Check Automatic, Tailor-Made?
5. How do local offices file applications for jobs—by name of applicant or under "Applications"?
6. How do local offices file the Mac's and the Mc's?
7. What else do we want to know about business filing practices?
8. And, finally—How can we find the answers to these questions?

These questions and those suggested by students should be listed on the blackboard. They tell, generally, what you and your class want to know about actual filing practices.

■ **Preparing for the Survey**—The next step is to decide how the survey should be made. There are many plans that could be discussed by your class and used:

• **Personal Visits.** One fine method is to have each student visit one office.

This method gives a wider coverage than having small groups visit a few offices, which is another possibility. The personal visit, in either case, is much more valuable than a mail questionnaire.

Students can put writing skills into practice here by preparing a letter that explains the survey and asks for an appointment. Or, your students can practice telephone techniques by making the initial contact by phone.

• **Specific Questions.** A most important part of the preliminary work is being sure that the students are well equipped for the actual visit, *that they know specifically what they are going to ask and look for.* The general questions posed by your students during the discussion should be rephrased for the actual interview, and each student should have a copy of the questions when he goes out to make his visit.

Questions of this type might be asked at each office:

1. Do you use any particular system of filing?
2. What is this system called?
3. What are its main features?
4. Why do you use this system?
5. How do you indicate that a letter is ready for filing?
6. When and how do you clear your files of unimportant material?
7. What filing rules do you observe?

The specific questions should originate with the students. Their questions are the important ones, the ones to be answered in the survey.

After the questions have been rephrased, let each student select the office he would like to visit—it may be one in which he is especially interested in working, or one that he has heard about as using the most up-to-date methods.

■ **Making the Survey**—Your students are now ready for the actual survey. They are interested in it because they have developed it themselves. They know specifically what they are trying to find out. They have, possibly, made their own appointments. They are, in short, eager to visit an office and find out what actual filing takes place.

• **Application of Learnings.** There are many skills that your students will put into play in making the survey. They should apply what you have taught them about business dress, proper personal traits, how to introduce themselves, how to state the purpose of their visit. You may want to review these elements of a successful business contact before your students make the survey; it's a wonderful opportunity to do so.

Let a few of your students practice the actual visit, if you wish. One student should be the receptionist, a second student the caller. Analyze and let the students comment on the proper

approach, proper greeting, proper statement of why the call is being made. The survey is a down-to-earth method of putting into practice what you have been teaching about personal relations and other business skills and attitudes.

■ **Follow-up**—The real fun comes when the students report their experiences. They should come back with some interesting answers and some rich experiences to relate.

• **Oral Reports.** Conducting a series of oral reports is one method of follow-up. Each student prepares a five-minute report to be given on a certain date. He must organize his findings and speak before the class—a good, practical experience. If your students need this experience, use this method.

• **Discussion.** A more interesting method, however, is to follow the original outline of questions, taking one question at a time and letting each student discuss what he found in "his" office and, finally, by summarizing how the different offices vary.

• **Chart.** Prepare a large chart on the blackboard with questions at the left and specific offices at the top. Complete your chart as your students discuss each question. When the chart is finished, you and your students have a compact picture of the filing practices in your locality.

• **Other Devices.** Other methods of follow-up can also be used—a composition exercise at the typewriter, a report written in shorthand, a complete formal written report, a table of findings prepared at the typewriter, a short skit on filing practices in certain offices, a class notebook containing a description of the complete survey and samples that students may have brought back with them. Such a notebook is a good guide for subsequent surveys made by later classes, either as a continuation of the filing survey or on other phases of business.

• **Evaluation.** Finally, ask yourself—and perhaps your students—the all-important questions: How does our filing instruction compare with filing practices in our local offices? What things are alike? What things are different? Why do certain differences exist?

■ **Is It Worth It?**—The gains from such a survey are many. The answers you get to your questions are one part of the gains. The interest developed in filing is another gain. The contact made with business is another real gain—and businessmen are eager to co-operate with schools where tangible results can be seen.

But the greatest gain comes to your students in organizing for the survey, in applying those related techniques that you have been stressing, and in reporting their experiences to other members of your class.

New Business in Business Education

Business Law

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■ **To Pay or Not to Pay**—Must the employer of a salaried employee pay overtime wages without an express or implied agreement to pay for the extra work?

This interesting question was presented to the Supreme Court of Oklahoma in a recent case—*Sanders v. Street's of Tulsa* (1950, 214 P2d 910). It was held that the employee's cross-action for such overtime compensation should not be sustained, because the employee failed to allege a *contract* obligating the employer to pay. The court went on to say that the salary received by an employee would be presumed to represent full compensation for *all* services rendered, overtime or otherwise, unless the employee can show an express or implied agreement to pay for the extra work. This decision is in accord with the view subscribed to by most of the jurisdictions in the United States.

• **Wage-and-hour statutes**, such as the "time-and-a-half" provisions of the Federal Fair Labor Standards Act, which is applicable to overtime work of most employees in business enterprises engaged in "interstate commerce," create a duty for extra compensation. Acts of Congress, representing as they do the "supreme law of the land," supersede state law and state precedents. In the absence of such legislation governing employer-employee relation, the decision of the Oklahoma Supreme Court tends to strengthen the prevailing view concerning extra compensation for salaried employees. It should be remembered in this connection that the wide field of professional and executive employment, as well as all employment in "intrastate commerce," is still predominantly free from wage-and-hour legislation. Even though the states, under their "police power," would be constitutionally within their rights to pass general wage-and-hour laws for employees in "intrastate commerce," state laws pertaining to hours have usually been confined to women and children and to men engaged in hazardous occupations. Even the Federal Fair Labor Standards Act provides for a series of exemptions from the wage-and-hour provisions of the law for executives, administrative employees, professional workers, retail clerks, and outside salesmen. For all these employees, the generally prevailing view of the state courts—as restated in the above decision—is of special significance.

■ **Problem Relates to the Law of Agency**—Teachers and students of business law will recognize this problem involving compensation for overtime as one relating to the *Law of Agency*. It is a well-settled doctrine of this body of law that, where one requests or permits another to perform services for him as his agent or servant, he will be "presumed" to have promised to pay for them. This legal inference may be rebutted by the close relationship of the parties (e.g. a son, although of age, performing services for a parent), by the triviality of the services, or by other circumstances that indicate the intended gratuitousness of such employment.

• *The above inference or presumption of payment does*

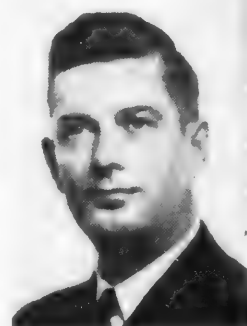
not exist, however, where one requests another *already in one's employ* to perform extra work of a type *within* the scope of the original employment. In the course of salaried employment, an employee will many times be requested to do additional work with no accompanying intention on the part of the employer or employee to pay or be paid therefor. Since this is the usual situation, rather than the exception, the courts have developed a presumption whereby an employee whose compensation is computed by the day, week, month, or other major period of time, but whose hours of employment are specified, is *not* entitled to recover for services performed outside such specified hours, unless circumstances would reasonably indicate to him that the employer expects to pay compensation therefor.

If, however, the rate of pay is based on the number of *hours* of employment, it is inferred ordinarily that the employee is to receive additional compensation for work beyond the usual hours. It is thus understood that manual workers whose pay is determined by the number of hours at work may reasonably expect to be paid for overtime, whereas clerks, salesmen, executives, and other similar employees—in the absence of statutory legislation to the contrary—are *not* to be compensated for additional work.

• *It should be noted* that the rule is not inflexible and has its limitations. It has been held, for instance, that an employee may recover for requested additional work, though there was no express agreement to pay, where the extra services performed are of a type *outside* the original scope of the employment, or where the employee shows special facts from which a promise to pay may be implied.

General Business

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■ **Eight Million Clerical Workers**—More people are now needed in the office occupations than ever before in the history of our country. In 1950 the number of people gainfully employed in clerical occupations approximated eight million, or one out of every eight employed persons. Among clerical workers, women outnumber men in the ratio of four to three. The Bureau of Labor Statistics of the United States Department of Labor graphically presents these figures as a wall chart (12 by 17 inches in size). Ask for Wall Chart No. 12.

■ **Studying Communication**—Mrs. Alice Brown, of Covington, Kentucky, and her general-business class launched their study of the unit on Communication through an exhibit of stamp collections.

Two members of the class brought their stamp collections to class, displayed their various classifications of stamps, and talked to the class about stamp collecting. They discussed how and when they started their hobby, explained some of the principles to be observed in collecting stamps, outlined its advantages, and gave some idea of its costs. The class concluded its Communication unit with a bulletin-board exhibit entitled, "Communication Carriers." Dis-

played were pictures of the various means by which communications are transported from one place to another—trains, ships, busses, airplanes, wireless, radio. They used this concluding unit as the means of leading to their next unit of study, Transportation.

■ **Small-Loan Laws**—The booklet, *Small-Loan Laws of the United States*, discusses and summarizes the small-loan laws of the various states. Included in its 31 pages are several summary tables of statistical data and a map that shows the classification of the law of each state. Write to the Consumer Education Department of the Household Finance Corporation, 919 North Michigan Avenue, Chicago 11, for your free copy.

■ **Budgeting**—Your *Budget* is an attractive 36-page booklet containing a discussion of the various principles to be observed in preparing budgets. It is fully illustrated with appropriate colored drawings, and it gives suggested forms for use when preparing budgets. It is available from the Household Finance Corporation, 919 North Michigan Avenue, Chicago 11, at a cost of five cents a copy, which is sufficient to cover mailing and handling costs only.

The 35 mm. filmstrip, *Budgeting For Better Living*, is also available from the same corporation. It consists of 108 frames dramatizing a typical family's success in developing a budget (requires about 25 minutes). Included with the filmstrip are suggestions for using it, together with a prepared talk to be read while the pictures are being shown. Available on free loan for one week, the return postage to be paid by the borrower. Also available for purchase at \$4.00 in black and white, \$6.00 in color.

■ **Life-Insurance Posters**—Here are two good suggestions for posters or bulletin-board exhibits in connection with your study of life insurance. One has as a heading, in large letters at the top—What Can These People Insure? Then there are pictures of people each of whom has a different thing to insure. Examples of those pictured are Jimmy Durante, Jackie Robinson, Charlie McCarthy, John Charles Thomas, Johnny Lujack, Jack Benny, and Sonja Henie.

The heading of the second exhibit is—Who Is the Best Risk? Under this caption are such pictures as those of a baby in a basket, a driver standing beside his racer, a housewife preparing a meal, a man painting a flagpole, a child crossing the street against a red light, a deep-sea diver, a cashier, and a mountain climber.

Distributive Education

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■ **What to Do in '52?**—Have you included anything specific concerning D.E. in your New Year's resolutions? Now that Congress has finally passed the bill providing for an appropriation of \$900,000 for distributive education, which is a reduction of approximately 50 per cent, an analysis of the effect of this action is in order.

• *At first glance*, it would seem that this is not too serious and that each state merely has the problem of doing its former job with just half the appropriation. However, a look at the record reveals that last year the nine states listed below spent nearly 50 per cent of the whole Federal appropriation, which was roughly \$1,700,000. This year, these nine states will receive only slightly more than 25

per cent of the \$900,000 appropriation, and they are the only ones that will receive more than the minimum of \$15,000 allotted to each state in 1951-52. The exact amounts of these nine allotments are:

California	\$26,998.75
Illinois	30,867.77
Massachusetts	16,872.67
Michigan	20,544.42
New Jersey	16,260.74
New York	52,685.62
Ohio	26,999.63
Pennsylvania	38,696.61
Texas	25,073.48

• *The effect of the cut* is most serious for California, Illinois, Michigan, New York, Ohio, Pennsylvania, and Texas, since it means that these states must carry their programs with less than a third of the appropriations received last year. Massachusetts and New Jersey will receive only slightly more than a third of their former appropriations. The other 39 states are similarly affected, for each must operate its program with the minimum allotment of \$15,000. Obviously, little can be accomplished with this amount.

• *Time for Action.* It is apparent that drastic readjustments in the various states are necessary. Mr. Clinton A. Reed, chief of the Bureau of Business Education for the State of New York, feels that we have passed the talking stage and that we must take definite steps to remedy the situation. He suggests the following action:

1. *We must get the Federal appropriation restored to its former amount.* This means that our efforts to inform legislators must be continued. We must convince Congress that our program is basic to our country's welfare in both peace and war. We cannot operate a big program with "token" support.

2. *We must get the support of trade associations.* Real support not "lip service" is needed. This effort must be on a "campaign" basis. The occasional effort is not enough.

3. *We must make merchants want D.E.* Again, "lip service" will not serve as a substitute for genuine support. Let's re-evaluate our techniques for selling the program to the business community. If we haven't been doing a 100 per cent job in this area in our community, let's find out *why*, and then *do it*.

4. *We must improve our public relations.* This must be a day-to-day program. An occasional publicity article or personal contact will not do the job. Channels for informing business, education, government, and the general public must be established and maintained continuously.

5. *We must influence those who are steeped in traditional education.* Educational administrators must be taken into our confidence and every effort made to keep them informed on the various phases of operation of the D.E. program. A word of caution here: Don't sell the reimbursement—sell the *distributive education program!*

6. *We must do more work with guidance departments.* Many guidance counselors have no way of getting information concerning D.E. except through those who work with the program. All pertinent information must be sent to guidance departments as soon as possible.

7. *We must make more rapid progress.* This can be done only by setting up a long-range program, checking our progress periodically, and refusing to allow anything to interfere with the attainment of our goals.

There is no time to relax. If D. E. is to regain its rightful high place in our national educational program, nothing less than our maximum efforts will suffice.

■ **Inexpensive Teaching Materials—**

• *The new free catalog* of representative Government best sellers is now available. The most popular booklets in the series, "Establishing and Operating Your Own Business," are listed on pages 38 and 39. If you haven't used these in your classes, you may be interested in obtaining some of the following titles for supplementary use: Grocery Store; Retail Bakery; Hardware Store; Retail Shoe Business; Variety and General Merchandise Store; Book Store; Stationery and Office Supply Store; Retail Feed and Farm Supply Store; Confectionery-Tobacco Store; Paint, Glass, and

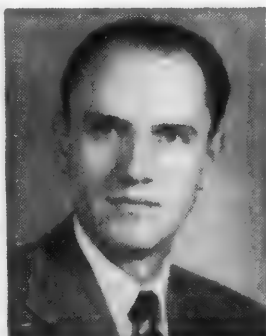
Wallpaper Store; Gift and Art Shop; Sporting Goods Store; Jewelry Store; Music Store; Letter Shop; and Flower Shop.

These booklets contain from 30 to 375 pages, and prices range from 15 cents to \$1. To obtain your free copy of *A New Catalog of Representative Government Best Sellers*, write to the Superintendent of Documents, United States Government Printing Office, Washington 25, D. C.

Professional Reading

DR. KENNETH J. HANSEN

Colorado State College of Education
Greeley, Colorado



This month's column and next month's column will be devoted to publications in retailing, selling, merchandising, advertising, and allied fields.

■ **Sixty Great Sales Stories**—Teachers of sales classes will want to read *How I Made the Sale that Did the Most for Me* (\$4.00, Prentice-Hall, Inc., New York City). This book, compiled and edited by J. M. Hickerson, gives the reader an opportunity to study the selling of sixty of America's most successful salesmen.

• *Each of the Stories Is Different.* Each presents a sales problem and then describes how the problem was solved. For each selling situation, the salesman analyzes in great detail just what his job was, how objections and arguments were overcome, the clinching methods and techniques used, and, most significantly, what lessons were learned.

Many excellent ideas are to be found in the writings of these great salesmen. High school teachers could well use the material to supplement class discussions, and college instructors could use the book for reading assignments.

■ **Applying Human Relations to Selling**—The expression "human relations" is becoming an increasingly important part of our vocabularies. The book, *The Human Side of Selling*, by Robert E. Moore (\$3.95, Harper & Brothers, New York), is an excellent example of the application of human relations to selling.

• *This book emphasizes* the importance of salespeople being human and of their thinking of the other person—this is stressed as being the key to good salesmanship. The book is humorously illustrated, is well written, and has a lot of *punch*. Teachers of salesmanship, and prospective salespeople, will want to have this material available.

■ **Illustrated Advertising**—The book *Advertising Work Told With Pictures*, edited by Lester Olsen (\$7.50, Funk and Wagnalls Company, New York 10), offers a graphic story of advertising work.

Following a brief introduction, the book is divided into three parts: *Advertising media* (newspapers, magazines, direct mail, etc.); *materials* (paper, art, photography, etc.); and *methods* (letterpress, printing, lithography and silk screen printing).

• *Teachers of advertising classes*, and vocational counsellors, will find that this book gives an almost complete picture of the advertising field. Nearly as important as the book's completeness are the excellent illustrative pictures and the clear, precise copy that accompanies them.

■ **Consumer Study**—Of interest to teachers of courses in consumer education will be *NU Buying Tips*. (\$1.00. Available through Dr. A. C. Fries, School of Education, North-

western University, Evanston, Illinois.) This mimeographed study is a product of the class in Consumer Education in the Schools, that Miss Gladys Bahr conducted at Northwestern last summer.

Each student in the class did research on a product, or a consumer problem such as *buying a suit, color television, or your health dollar*. Twenty-eight topics are considered. This study will be of help to both buyers and sellers.

■ **"Blueprint" for Selling**—Teachers as well as managers and training directors will be interested in a series of booklets entitled, *Blueprint for Selling More . . .* (25¢ each, Dahl Publishing Company, Stamford, Connecticut).

These small paper-bound manuals have been prepared for *glassware, gloves, hand luggage*, and many other products. The manuals that are devoted to specific products give the salesperson a good background of facts about the product, discuss the different varieties that are available, and give suggestions, for example, on how to make the customer feel welcome, how to help the customer make a suitable selection of the product he wants, and how to make the sales talk interesting and convincing.

Another group of the "Blueprints" is concerned with *accident and fire protection; on the job training; receiving, marking, and ticketing merchandise; and stockkeeping and stockroom duties*.

These manuals are clear cut and straightforward. They are well illustrated and interestingly written, and they should be of help to everyone concerned in any way with the retail selling field.

Teaching Devices

HELEN HINKSON GREEN

Michigan State College
East Lansing, Michigan



■ **Keeping Track of Typewriter Repairs**—We have adapted and adopted a simple device that Gregg College uses to keep track of typewriter repairs. It consists of tagging each machine that needs repairs, and it simplifies handling of typewriter-repair records greatly. Here's how it works:

• *First*, a supply of tags (complete with strings) is kept in the supply case right in the typewriting room. When a student discovers something wrong with his machine, he gets a tag, writes on it the machine number and make, and adds the notation of what is wrong—like this: Royingwood 3208649 "Margin release won't work." Then he loops the tag over the carriage frame and hopes the repair man shows up soon.

• *Second*, when the repair man arrives, he reads each tag as he comes to it and proceeds with his work without any time-consuming matching of a list of needed repairs with corresponding machines. The tags also eliminate the possibility of overlooking or confusing repairs. The repair man removes each tag as he finishes work on each machine and turns them all in to the department chairman before he leaves.

• *Third*, the tags are filed in a box according to make and number; and, *presto*, we have a fine Rogue's Gallery of the bad actors among our machines. Typewriter salesmen, beware! We know which machines *hold up* and which *act up*!

As a further refinement, ever so occasionally we have a graduate assistant transfer the data shown on the repair tags to an individual card file, one card for each machine. In that way, "individual repeaters" are more quickly and easily spotted.

■ **Educational Display Materials**—Do you know about the splendid educational display materials published by *Glamour* magazine? For 50 cents you can get a wall-sized edition of their "College Majors Chart for Men and Women," which is especially suited to school and library display. It will serve as an excellent point of departure for starting (or continuing) your students' thinking, planning, estimating, and reviewing of just how their college major can serve them best.

• They also have a series of posters designed to help the job hunter and the job holder. The first of this series, "You're Applying for a Job," illustrates the steps in a typical job interview, and is especially designed for use in schools, colleges, libraries, employment offices, and vocational counseling offices. It is 30 by 40 inches, comes ready for mounting, and costs 50 cents a copy. Write Job Department, *Glamour*, 420 Lexington Avenue, New York 17, New York.

And have you discovered that many of the articles in *Glamour* make wonderful supplementary reading for your Secretarial Science class? (The title of that magazine is somewhat misleading.) Nothing could be more pertinent for such classes than "Let's Talk About Order on the Job," November, 1950, which gives thirteen suggestions for maintaining order, starting with a prosaic, "Keep a dust cloth handy, and use it frequently."

• *Getting back to effective display materials for a moment*, Max has a habit of tacking up some clever business cartoon on a small bulletin board just outside our office door. It brings folks in smiling when they have to come right by a boss saying to a "wallflowerish" secretary, "You're not pretty enough to spell that badly, Miss Whiffenspool." If you try this "just outside the door" brightener, keep your display at a minimum (something that can be caught at a glance)—and change it often. Second-time jokes aren't funny.

Business Arithmetic

DR. HARRY HUFFMAN
Virginia Polytechnic Institute
Blacksburg, Virginia



■ **Percentage**—Percentage has been the bugbear of many pupils. How can the teacher get the three cases across so that the pupils can understand and, perhaps more important, permanently remember their solutions? Two devices now receiving considerable attention in teaching the three cases are *structuralization* and *relational thinking*. Each of these is a different approach and may be used independently of the other. One deals with picturing or "structuring" the problem. The other relates the problem to something accepted as understood by the pupil, or to a common experience.

■ **Meaning of "Per Cent"**—One successful business arithmetic teacher I know hammers away at the meaning of *per cent*. This goes on every time percentage problems arise. Her pupils know the meaning of *per cent*. The meaning of 5 per cent is nothing more than 5 in a hundred. Fifty per cent

means 50 in a hundred, $\frac{1}{2}$ per cent means one-half of one in a hundred. One hundred per cent means 100 in a hundred; this also means the whole or something equal to the thing measured or referred to.

The concept of 100 per cent must be developed very thoroughly and carefully so that other per cents can be referred or related to it. Thus 200 per cent means 200 for each hundred of a thing referred to, two to each one, *twice* as many, and so on. And 150 per cent means 150 for each hundred, one and a half for each one, or *one and a half times* as many, and so on.

■ **Case One**—What is 5 per cent of \$1000? This question as it stands is an abstraction of something real, important, and significant. What is the real problem? It might be as follows: Mr. A received a 5 per cent dividend on his \$1000 bond. What was the amount of the dividend? The first step in the solution of the problem is to arrive at the conclusion that 5 per cent of \$1000 is required.

• *Structurally*, we picture 5 per cent as follows: 5 parts in a hundred or \$5 in \$100.

\$ 5 x
\$100 xxxxxxxxxxxxxxxxxxxx

We picture \$1000 as much larger—in fact ten times as large.

\$ 100 xxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxx
\$1000 xxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxx

Therefore 5 per cent of \$1000 will be much larger than \$100—in fact, ten times as large. Because we can mentally form the picture of \$100 ten times along the picture of \$1000, we see immediately the reason for multiplying: Five per cent times \$1000 is \$50.

• *This particular problem considered relationally* is treated in about the same way, except that pictures are not used. Beginning with the requirement of 5 per cent of \$1000, it is first observed that 5 per cent means 5 in a hundred. Then it is noted that 1000 is larger than 100—10 times larger. Therefore the answer will be 10 times as large, or \$50—the same result we obtained from multiplying 1000 by 5 per cent.

■ **Case Two**—What per cent of 75 is 125 This question may have arisen from the following problem: Mr. A rented a house for \$75 a month. Now he rents it for \$125. What has been the per cent of change in the rent? Therefore what per cent of 75 is 125?

• *Structurally*, we picture the following:

\$ 75 xxxxxxxxxxxxxxxx (100%)
\$125 xxxxxxxxxxxxxxxxxxxx (? %)

The rent is now larger. How many times larger? What would you multiply 75 by to get 125. The solution is to divide 125 by 75, which is $1\frac{2}{3}$ or 166 $\frac{2}{3}$ per cent. The change, therefore, has been 166 $\frac{2}{3}$ per cent.

• *Relationally*, the problem would be considered in another manner entirely. Beginning with the requirement what per cent of 75 is 125, we first remind ourselves of the meaning of per cent. Let's start with 100 per cent. Since 100 per cent means all of a number, then it is obvious that 75 is 100 per cent of 75. That's exactly what 100 per cent means. But 125 is larger than 75. Therefore the per cent required must be larger than 100 per cent. How do we get a per cent in the first place? By means of division. In order

to get a per cent larger than 100, we must divide the larger by the smaller number, 125 divided by 75 gives us 166 $\frac{2}{3}$ per cent. We should observe that we don't need to remember a rule about "of"—or any other mechanical device.

■ **Case Three**—86 is 40 per cent of what number? The question may have arisen from the following concrete problem: Mr. A learned that a radio, the cabinet of which had been damaged, was being sold for \$86. The dealer said that it was priced at 40 per cent of its original value. In considering the purchase, later, Mr. A wondered what the original value was. The requirement then is 86 is 40 per cent of what number.

• *Structurally*, we picture the following:

\$ 86 xxxxxxxx (40%)
\$? xxxxxxxxxxxxxxxxx (100%)

The original price is larger than the sale price. How many times larger? It is 100 divided by 40 larger—or 2 $\frac{1}{2}$ times. The original price must have been 2 $\frac{1}{2}$ times \$86, or \$215. The answer, then, can be secured either by *multiplying* \$86 by 100 per cent divided by 40 per cent or just *dividing* 86 by 40 per cent.

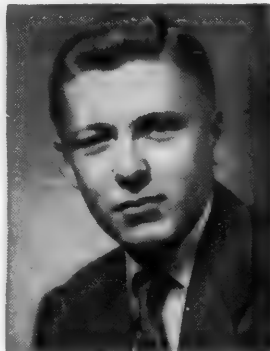
• *Relationally*, we consider the requirement, 86 is 40 per cent of what number, as follows: Let's start with 100 per cent. Since 100 per cent means all of a number, then it is obvious that, if 86 were 100 per cent of the number required, the number would be 86. But 86 is only 40 per cent of the number required, not 100 per cent. Therefore 86 is smaller than the number we are looking for.

How was the 40 per cent obtained? By means of division. Therefore 86 was either divided by the number required or vice versa. Because the number required is larger than 86, the 86 must have been divided by it to secure a per cent less than 100. Then 86 divided by 40 per cent will give the number required.

Business Equipment

WALTER M. LANGE

Assistant Editor
Gregg Magazines



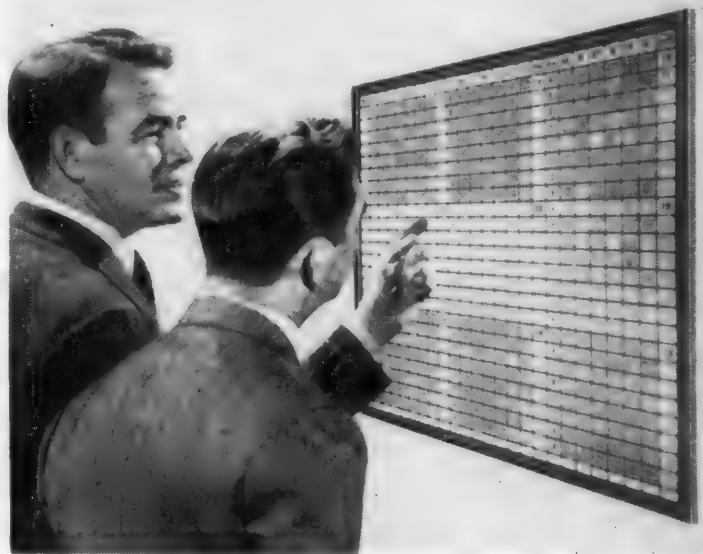
■ **Fluorescent Chalk**—The newest in fluorescent products has been placed on the market by the Norco Products Manufacturing Company. Called Blacklight Fluorescent Chalk, this new product is available in sets of six colors (blue-white, green, yellow, red, blue, and orange-red) that glow with a neon-like brilliance when activated by an inexpensive Blacklight fixture.

• The chalk is particularly effective for sketches, maps, displays, medical presentations, etc. Where light levels are low, this chalk gives maximum visibility without affecting dark adaptation of the eyes. For further information, write to Department BLC, 392 Bleecker Street, New York 14.

■ **Four New IBM Products**—An acetate carbon ribbon developed especially for the preparation of masters for photographic and paper plate reproduction is one of these new products. This first all-plastic ribbon permits maximum carbon deposit to produce ideal type impressions for clear reproduction. Available in two weights of carbon coating.

• The other new products include two nylon ribbons and a new noncurl, nonsmudge carbon paper. The ribbons, Superior Write and Superior Life, feature edges that are heat-sealed to prevent unraveling or fraying. They are

available with light, medium, or intense inking. The big feature of the new carbon paper is the specially treated back that prevents slipping.



■ **Visual Control System**—Graphic Systems, 55 West 42 Street, New York 18, has announced a visual control system for graphically picturing schedules by days of the week, hours of the day, classrooms, or classes. The schedules are posted on a metal board by typing or writing on cards and anchoring them in grooves to form horizontal and vertical columns. Cards are available in six different colors and may be used for contrast in spotlighting different groups or time periods.

• Any type of schedule can be set up to suit individual school requirements. Column headings are posted horizontally and vertically to picture schedules by days of the week and class periods, or by room numbers and days of the week. Teachers' names may be shown vertically and their various assignments listed across the board.

The system is known as the BOARDMASTER Visual Schedule Control. Boards are made of aluminum, come in standard sizes of 24" x 38 $\frac{1}{2}$ ", and weigh nine pounds. They hang on the wall by means of two small hooks.

■ **New Invention for Office Duplicating**—"Reproduction with a quality approaching that of lithographers and printers." That is what the Michael Lith Company, 145 W. 45th Street, New York 19, says you will get when their device is attached to office duplicating machines. This device, the Anti-Offset Jobmaster, sprays a very fine dry powder on every sheet that comes out of the Multilith or the Davidson duplicating machine. This invisible powder keeps the sheets separated from each other to prevent offsetting, thus permitting the office machine to run coated and card stock previously too difficult to handle successfully without this spray.

• The new device has no moving parts and is easily attached to Multilith or Davidson duplicating machines. Among its other benefits, the Jobmaster permits office machines to obtain a better ink coverage and to reduce the amount of paper spoiled and, unlike larger spray guns, it cannot clog because of the dry powder used. The Jobmaster sells for less than \$50.00.

■ **Earphone Unit**—An attachment known as the Earphone Aggregate Unit has been developed to allow schools, libraries, colleges, etc., to play records and transcriptions for individual listening rather than through loudspeakers. Manufactured by the Audio-Master Corporation, 341 Madison Avenue, New York City 17, this new attachment now makes it possible to use as many as ten headsets for individual listening.

The Balance Sheet and Inventory-Taking— January Bookkeeping Awards Contest



MILTON BRIGGS
Bookkeeping Editor

January finds accountants and first-class bookkeepers engrossed in the adjustment and closing processes preceding the preparation of financial statements, to be followed by State and Federal tax returns. Anxious proprietors, partners, corporation officers, and stockholders await the important summaries that profit and loss statements and balance sheets reveal.

For bookkeeping teachers, this time in the school year presents a splendid opportunity to teach such timely topics as inventory-taking and figuring, assimilation of information for preparation of statements, and actual construction of these business reports in final form.

■ **The Fiscal Period**—The significance of a fiscal period should be carefully explained. In practice, there are many variations in the length of the financial period, depending on the kind and size of the business for which reports are prepared. Small businesses almost always operate on an annual basis, governed by the necessity of filing income tax returns. Corporations generally follow a quarterly fiscal period. Some have financial reports prepared semiannually, some monthly, and some (particularly manufacturing plants) have established a policy that divides the year into thirteen equal periods of four weeks each. The closing procedure in all businesses follows much the same pattern; once it is planned, a competent bookkeeper can be very helpful in preparing and assimilating information for

the accountant and the tax consultant.

• *In all merchandising businesses*, where an inventory is a factor in filing tax returns, the accrual method of reporting income should be employed because it leads to a more accurate summary of the operation of the business. Many small businesses prefer the cash method of reporting income because it is easier, and less time-consuming in that it obviates inventory-taking. Nevertheless, the bookkeeping instructor should emphasize the advisability of using the accrual method for tax reports and should make every effort to see that the student thoroughly understands the various methods of taking inventories and figuring their values. These are topics that many good bookkeeping textbooks treat lightly. A good deal of time is spent in the preparation of statements involving merchandise inventories, but the student is at a loss when it comes to the point where he must find inventory figures for himself.

■ **The January Problem** — In this month's bookkeeping contest, Assignment A calls on the student to figure one page of an inventory record sheet. Assignment B requires preparation of a profit and loss statement, and Assignment C a balance sheet. Please read the rules carefully before you launch the contest problem in your classroom. Note that awards, both certificates and pins, must be earned in sequence although not necessarily in consecutive months.

• *Please read* the following introductory paragraphs to your students.

Marvin Mellor is the proprietor of SUNNYSIDE SWEET SHOP, where he sells candy and confectionery novelties in wholesale lots and also at retail. Assume that you are working as Mr. Mellor's bookkeeper, and that it is now time to take inventory and prepare his annual financial statements. Illustration 1 shows a page from the inventory record sheets for the SUNNYSIDE SWEET SHOP; Illustration 2 (page 252) gives the trial balance prepared under date of December 31, 1951.

• *Instructions for Students.* Assignment A, for a junior certificate or pin: With pen and ink, copy the information shown in Illustration 1. Find the extension for each item and the total value for the page. Use composition paper, or plain white paper properly ruled.

Assignment B, for a senior certificate

SUNNYSIDE SWEET SHOP Marvin Mellor, Proprietor Merchandise Inventory December 31, 1951 Sheet 1, Page 1

Quantity Boxes	Description of Item	Unit Cost	Value
32	Honeydew Drops	\$.62 ½	
64	Choc-O-Pops	.62 ½	
109	Cream Coffee Bars	.50	
44	Sun-Maid Sticks	.75	
72	Assorted Kar-A-Mels	.87 ½	
96	Jack Horner Patties	.87 ½	
52	Toffy Taffy	1.25	
92	Humpty Dumpty Dolls	1.10	
88	Jumbo Peanuts	.37 ½	
104	Tasty Twisters	.25	
71	Toasted Mal-low Bars	.55	
60	Sunshine Orange Slices	.65	
21	Boston Bean Candies	.70	
32	Lucious Lemon Drops	.87 ½	
114	Sea-Kist Salt Water Taffy	.92	
12	Captain Kidd Treasure Chests	1.20	
32	Ko-Ko Nut Bars	.90	
30	Mar-Vel Mints	1.05	
29	Assorted Grab Bags	.35	
9	Kiddee Pops	.80	
	Total		

ILLUSTRATION 1

or pin: Prepare a profit and loss statement for the year ended December 31, 1951. Merchandise on hand at the close of business on that date was valued at \$2998.95. Provide for 10 per cent annual depreciation of equipment. (Debit Depreciation of Equipment and credit Reserve for Depreciation of Equipment, \$440.) Other adjustments are not to be considered at this time.

Assignment C, for a superior certificate or pin: Prepare a balance sheet, either in report form or in account form. You may use either pen and ink or the typewriter for the final draft of your statement.

• *Teachers Please Note.* The November, 1951, issue of BUSINESS EDUCATION WORLD contains the complete rules and regulations. Contest deadline: February 8, 1952.

SUNNYSIDE SWEET SHOP

Marvin Mellor, Proprietor

Trial Balance

December 31, 1951

Cash	3522 59	
Petty Cash	100 00	
Accounts Receivable	1822 81	
Merchandise Inventory (1/1/51)	3581 30	
Prepaid Insurance	129 86	
Equipment	4400 00	
Reserve for Depreciation of Equipment		150 60
Notes Payable		1500 00
Accounts Payable	1456 29	
Taxes Payable	134 04	
Marvin Mellor, Capital		5390 27
Sales		30864 36
Purchases	18819 61	
Advertising	104 50	
Delivery Expense	72 39	
Heat and Light	335 42	
Maintenance of Equipment	67 02	
Pay Roll	4484 71	
Rent	1200 00	
Supplies Used	586 91	
Taxes	210 55	
Telephone	57 89	
	39495 56	39495 56

ILLUSTRATION 2

■ **Teacher's Key—Assignment A.** Total value of inventory sheet, \$837.38. **Assignment B.** Cost of Goods Sold, \$19,401.96; Gross Profit on Sales, \$11,462.40; Total Operating Expenses, \$7,559.39; Net Profit, \$3,903.01. **Assignment C.** Total Assets, \$12,383.61; Total Liabilities, \$3,090.33; Capital, December 31, \$9,293.28.

■ **Next Month—**The major bookkeeping event of the school year, the Fifteenth Annual International Bookkeeping Contest, begins the day you receive your copy of the February issue of this magazine. Details regarding this BIG CONTEST are given on page 235 of this issue.

Your students need not have taken part in any previous contest to qualify for participation in the International Contest this year. The contest problem will be novel and short—not difficult. Students are called on to detect errors and complete PETER PENNYPACKER'S UNBALANCED TRIAL BALANCE. You and your students can profit from this practice in locating errors . . . earn Certificates of Achievement and pins . . . win prizes . . . and have fun! Just clip the coupon on page 235 NOW and mail it TODAY.

THE BLACK-GRAY Company

KANSAS CITY
BOSTON
SAN FRANCISCO

1334 SUTTER STREET, SAN FRANCISCO 6, CALIFORNIA

Ordway 0538

January 3, 1951

1

2 Mr Arthur Rundell
3 Flache Brothers
4 4 Park Place
5 San Francisco 7, California

6 Dear Mr. Flache:

7 Your end of the year inventory is either nearing completion or complete now. Did the taking of this inventory delay the servicing of your current orders. Did it add a staggering number of over-time hours to your pay roll. If so, we are prepared to help you "cut costs on your next inventory.

12 The BLACK-GRAY COMPANY offer you the services of more than a hundred experts who have the 'know-how' for handling accurately and swiftly large or small inventories. Our flexible working schedule bends to conform with yours. That is our working day starts when yours stops, and finished when yours begins. This permits the conducting of your business with out interruption.

18 Nothing can take the place of experience accept genius. We have the experience and, we believe a fair amount of ability. May we show you how it can advantageously be applied to your business. We are today mailing a copy of your booklet 'Time Saver' which describe in detail the specialized services we render. Won't you please read them? Upon request we shall gladly have one of our representatives call on you.

25 We are now taking commitments for quarterly and bi-annual inventories. May we make a reservation for you? We are very anxious to number you among our satisfied customers. You will find us sincerely co-operative.

Cordially Yours,

THE BLACK GRAY COMPANY

Thomas Black
Director

31 lb:TB

Key to the World's Worst Transcript

- (1) 1952, not 1951.
- (2) Insert period after Mr.
- (3) Rundell, not Flache.
- (4) end-of-the-year, not end of the year; (5) inventory, not inventory; (6) completion incorrectly divided at end of the line—should be com-ple-tion.
- (7) inventory, not inventory.
- (8) servicing, not serviceing; (9) current, not current; (10) question mark, not period, after orders.
- (11) overtime, not over-time; (12) payroll, not pay roll; (13) question mark, not period, after payroll.
- (14) Insert closing quotation marks after costs; (15) inventory, not inventory.
- (16) offers, not offer.
- (17) Use double quotation marks, not single, before and after know-how; (18) handling, not handeling; (19) accurately, not accurately.
- (20) inventories, not inventories; (21) flexible, not flexible.
- (22) Insert comma after is.
- (23) Take out comma after stops; (24) finishes, not finished.

17. (25) without, not with out; (26) interruption, not interruption.

18. (27) place, not plase; (28) experience, not experience; (29) except, not accept.

19. (30) experience, not experience; (31) insert comma after believe; (32) fair, not fare.

20. (33) advantageously, not advantageously; (34) question mark, not period, after business.

21. (35) our, not your; (36) insert comma after booklet; (37) Timesaver, not Time Saver; (38) use double quotes, not single, before and after Timesaver; (39) insert comma before closing quotation mark; (40) describes, not describe; (41) describe is incorrectly divided at end of line—should be de-scribes.

22. (42) specialized, not specialized.

23. (43) Insert the word of between one and our.

25. (44) commitments, not commitments; (45) biannual, not bi-annual.

29. (46) Cordially yours, not Cordially Yours.

30. (48) THE BLACK-GRAY COMPANY, not THE BLACK GRAY COMPANY.

31. (49) TB:lb, not lb:TB; (50) Director, not Director.

"Job Hours"

(Continued from page 241)

estimate the time—the number of Job Hours—such an assignment will take; however, the actual time used can be accredited as so many Job Hours if the instructor observes the work carefully to ascertain that students do it as efficiently as they should.

• **Master Assignment Sheet.** At the beginning of the term, a large sheet is prepared containing the names of all students in the class (across the top) and the dates of each session of the class (down the left side of the sheet). This arrangement permits a complete view of the class activities, much like Eisen's rotation chart,² thus enabling the teacher to assign work in such a way as to keep all students engaged in the most profitable tasks that the equipment and facilities permit.

	Alton, L.	Burlew, D.	Duffy, Jr., etc.
January 7	Job 14	Job 2	Job 3
January 9	Job 14	Job 3	Job 4
January 11	Job 2	Job 14	Job 5
January 14	Job 3	Job 14	Job 6
January 16	Job 4	Job 5	Job 14
Etc.	Job 5	Job 6	Job 14

Representative Part of Master Assignment Sheet

• **Time Tickets.** Since some jobs, particularly unexpected ones, cannot always be estimated beforehand, the instructor will want to have ready some blank "time tickets." These are duplicated on 5-by-3 cards and are filled out

Time Ticket

Job Name

Started

Finished

Total

Describe the work you did:

Your name

Blank Time Ticket

by the student who completes a non-standard job. The card is then filed in the general Job file, the same as are the regular Job Cards. It provides information that will assist in estimating Job-Hour credits for future work of the same sort.

• **Reference Books.** A good library of standard office reference books should be available for the students as a supplement to what information can be provided by the basic textbook, its workbook, and the folders of information.

² Norman B. Eisen, "How to Organize the Rotation Plan for Instruction in Office Practice," *BUSINESS EDUCATION WORLD*, October, 1951, page 68.

The library need not be large, but it should be kept on open shelves in the office-practice room. Two simple rules govern the use of these reference works: (1) the books can be used only in the room, and (2) each book must be replaced on the shelf as soon as the user has completed his use of it.

• **Recorded Directions and Materials.** The role of the instructor in teaching a class like this is so varied, exacts so many skills, and requires so much attention at different places at the same time that the teacher often wishes he had, like Mephistopheles, the ability to create an assistant. Budgets do not usually permit the luxury of "live assistants," but one can be created out of a dictating machine.

The writer has found it most helpful to prepare for each Job a good recording of supplementary directions, information, etc., which is kept on file in each Job folder. Instructions, letters, cables, telegrams, bulletins, etc., are recorded in advance of the term, in order (1) to free the instructor for other classroom activities, (2) to provide students considerable experience in listening to the dictating machine, and (3) to provide opportunity for those students who know shorthand to sustain their writing skill and for all students to get transcription practice from "office style" dictation. A few minutes' orientation at the beginning of the term quickly enables each student to use the equipment.

• **Payroll-Record Form.** So that students know at all times how much they are "banking" in their Job-Hour account, the writer has found it worth while to prepare a payroll chart on which he enters each week the new Hours earned by the student.

At the end of the term, a student should theoretically have as many Job Hours to his credit as the number of hours the class met. The strange thing is that many of the good students will turn in far more than this average, and that average and below-average students will work hard to "beat the average." This, of course, is one of the great values of the Job-Hour Plan—its incentive value. The writer has found that students soon note the relationship of Job Hours earned and regularity of class attendance and that they are thereby inspired to manage their affairs so that attendance is at a high level.

Using a large chart form, one payroll can be set up for the entire term, with a column for each week across the top and a line for each member of the class.

• **A Digest of the Plan.** To simplify orienting the students to the plan, the writer gives each student a sheet of paper on which, graphically shown, is this information:

Week of Week of Week of Week of
Jan. 7 Jan. 14 Jan. 21 Jan. 28

Alton, L.	6	5	6	3
Burlew, D.	5	6	3	7
Duffy, J.	5	4	5	3
Ebert, E.	6	—	4	8
Groce, S.	6	5	6	3
etc.	5	7	4	6

Representative Part of Payroll Chart

- | Activity | Source |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 1. Get your Jobs for the week and do them. | 1. See the Master Assignment Sheet. |
| 2. Find out what you have to do in order to earn the Hours for the Job. | 2. See the Job Card for each Job. |
| 3. Inform yourself on the topic. Read. Listen to the recorder. Ask questions, if necessary. | 3. Investigate the folders, the textbook, the workbook, the reference books, the recordings. Ask the instructor. |
| 4. Turn in complete Jobs with Job Card or Time Ticket. "In" basket. | 4. Check the Job Card. |
| 5. Check each payroll to see that you were not left out. If your pay does not show, you may have work to finish. "Out" basket. | 5. Check the Payroll Chart. |

■ **Summary of the "Job-Hour" Plan—** Now that both the pay-check concept and the mechanics of arranging accreditable Jobs have been reviewed, the procedure stands out clearly:

1. The instructor prepares Job Cards for each assignment that his course should cover.
2. The students are oriented to the procedure and the "not how well but whether acceptable" philosophy.
3. Students determine their assignments by referring to the Master Assignment Sheet.
4. When students turn in their work, the instructor goes over it, accrediting that which is acceptable and rejecting that which is not acceptable.
5. The students are accredited with Job Hours for acceptable work, which are listed on the weekly Payroll Chart.

• **The merits** of the plan far outweigh the burden of activity that the program initially places on the instructor. It is true that preparing the Job Cards and the forms, as well as developing the folders and other instructional aids, initially requires considerable work—a fine way, incidentally, to overview one's course before starting it. Once the working aids are developed, the instructor's work is much simpler.

The plan does provide great incentive to the students, keeps their work and their progress clearly outlined for them, and—best of all—accustoms them to thinking in terms of "I'll receive in degree to what I produce."

The Story to Date Molly has been transferred from the Typing Department to the Machine Shop at the request of Mr. Hanley, the division manager. Why, she doesn't know, but it seems to her like a demotion. Meanwhile, Clarice, also from the Typing Department, is now working as secretary to Mr. Hanley, a big step up. Molly feels discouraged, but Anna, the Machine-Shop timekeeper, tries to tell her that her job there is important, and that she will grow to like it.

Pushed Around

EDITH M. DEAN

■ "Don't make the⁴³ mistake of thinking these people in the Machine Shop are just doing something anyone could do, as I thought when⁴⁴ I first came out here," Anna told Molly. "See that blueprint on the desk over there?"

Molly nodded. "It looks like blue⁴⁵ paper with a lot of crooked white lines to me."

"It does to me, too; but, to these machinists, each of those crooked⁴⁶ white lines is important. Otherwise, none of our engines would ever be completed."

It was midafternoon before⁴⁷ Molly saw Mr. Lawson, her boss, again. A phone call had come in for him, and Molly hurried across to⁴⁸ the other side of the shop to get him. He came and talked into the phone for a few minutes.

"You don't need to come⁴⁹ for me," he explained during a wait in the conversation. "Just use the whistle." He looked up at a wire dangling⁵⁰ over the desk.

To Molly, the wire had been just something that got in her way when she stood up. Now she understood⁵¹ the significance of the list of names and numbers under the glass on her desk. According to it, Mr. Lawson's⁵² call was one long blast.

She pulled the whistle to summon him the next day when Clarice called to say that Mr. Hanley⁵³ wanted to talk to him. It gave off a shrill sirenlike noise that rang in Molly's ears long after she had released⁵⁴ the wire. But Mr. Lawson didn't answer.

"I'm sorry, Clarice," she said, "Mr. Lawson doesn't seem to be⁵⁵ in the department. I'll try to locate him and have him call."

"Don't try. Locate him. This is the Division Manager's⁵⁶ Office!"

■ Molly contacted the plant telephone operator and asked her to signal Mr. Lawson on⁵⁷ the public-address system. She tried calling several numbers she found scribbled on his desk pad.

Then she found out⁵⁸ from one of the men that he was out of the building but would be back soon.

Molly dialed the Division Manager's⁵⁹ number. But Clarice didn't answer—it was a man's deep voice.

"This is Mr. Hanley speaking."

He didn't sound⁶⁰ like a man who would sentence anyone to work in the Machine Shop, she thought.

"Is—is Clarice there?"

"No, she just stepped⁶¹ out. May I have her call you?"

"This is Molly in the Machine Shop, Mr. Hanley. Clarice said you wanted to talk⁶² to Mr. Lawson. He's out of the building, but I expect him back shortly."

"Thanks, Molly. Ask him to call me."

■ Molly⁶³ had been in the Machine Shop six weeks before she realized that Anna was right. She was beginning to like⁶⁴ it. She didn't seem to mind the noise as she did at first, and the people were just as friendly as those in the office.⁶⁵ Even when a lathe spit a few metal shavings over its shield toward the edge of her desk, she didn't bother⁶⁶ to move. And she no longer spent money on nylon stockings, for all the girls in the shop wore slacks.

Of course, there were⁶⁷ minor irritations, like the time she overheard Clarice telling another girl in the rest room that she did⁶⁸ wish the factory help were not permitted to use the same rest room the girls from the office did. "They keep everything⁶⁹ so dirty. I don't know why Mr. Hanley wants his office so close to the factory, anyway," she complained.⁷⁰

"Oh, I can tell you that," her companion replied. "Mr. Hanley worked his way up from the factory, and he's⁷¹ never forgotten it."

Each day, though, Molly found herself feeling more at home in the Machine Shop; so, on the morning⁷² that Mr. Lawson broke the news to her, she felt dismayed and confused. Mr. Lawson told her that a new girl⁷³ was coming in to take her place. "You will work with her the rest of this week and on Monday report to the Personnel⁷⁴ Office. I wish I didn't have to lose you, but I have no choice."

■ Mr. Lawson was gone before Molly had⁷⁵ time to shape any questions about her own future. He had said, "I have no choice," the same words that Mr. Bryant,⁷⁶ the head of the typing department, had used when he sent her to the Machine Shop. Was the Division Manager⁷⁷ responsible for this move, too? What did he have against her? Molly couldn't remember when she had felt so⁷⁸ discouraged.

She was to report to Personnel. Where they hire people—and fire them, too, she remembered uncomfortably.⁷⁹ Maybe she would go there today and quit. But that wouldn't be fair to the new girl, who, after all, certainly⁸⁰ wasn't responsible for Molly's trouble.

The Personnel waiting room was crowded on Monday, and Molly waited⁸¹ a long time to see the manager.

■ He read over her record as she sat in his office—Molly could see⁸² her application photograph on the paper he held.

"You've been here a little more than a year, haven't you, Molly?"⁸³

"Yes, sir."

"Have you liked it?"

"Most of the time," Molly replied honestly.

The big man looked at her for a moment⁸⁴ in silence, his gray eyes crinkling with understanding. "I believe we could all say that. Sometimes we feel as if we're⁸⁵ being pushed around when we have to work past the five o'clock whistle. Probably you thought so when you were sent to⁸⁶ the factory."

He didn't wait for Molly to answer. "There's a certain amount of 'pushing around' everywhere.⁸⁷ And it's my duty

*CROSS INDEX

Each month BUSINESS EDUCATION WORLD presents some 4,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in Gregg shorthand in the same month's issue of *Today's Secretary*. Through the use of the cross index given here, these dictation materials serve also as a ready key to shorthand plates in that magazine. The materials presented here are counted in units of 20 standard words.

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to tell you that yours isn't over even now."

■ Molly edged forward a little in her⁸⁸ chair. This was enough, she decided. She *would* quit. But he continued.

"You probably know that Mr. Hanley⁸⁹ requested that you be sent to the Machine Shop. I can tell you why, now. He insists that his secretary understand⁹⁰ the problems of the factory. For that reason she must work there a while."

Molly snapped to attention. Did that⁹¹ mean that she—

"But—but—he has a secretary," she managed to exclaim.

"Yes, you mean Clarice. But her job with Mr.⁹² Hanley was only temporary, and she knew it. For the time being, she will return to the typing⁹³ department. Perhaps she will get the next 'break.' I'm satisfied that she has learned what you knew when you were hired—that promotion⁹⁴ must be *earned*." (1883)

The Clock with Only One Hand

NELLIE BRIGHTON

■ Annette crossed off the last page of shorthand in her notebook and placed a neat pile of letters on Peter Sherwood's desk.¹

"Through?" asked Beulah.

Annette nodded. "Now's my chance! I've wanted to clean off my desk ever since I came to work here. First,² I'll ditch this old alarm clock that has only one hand."

Beulah's nail file stopped abruptly. "Saints preserve us!"

"Shouldn't I?"³ Annette paused uncertainly. "What good is a clock without a minute hand?"

"That," Beulah said solemnly, "is a legend⁴—the legend of Mr. Sherwood's weekly secretaries. Last year, when I became an office fixture here, Mr.⁵ Sherwood had a clock-watching secretary. Right on the dot, at twelve and five, the office door clicked shut behind⁶ her. She never started anything, except perhaps fresh lipstick, later than four-thirty.

■ "I'll bet you think, from what⁷ you've seen of Mr. Sherwood, that he's just a normal, likeable young man. You should have been around that day he

lost⁸ his temper! He threw the clock on the floor, and of course the glass broke. Then he jerked the minute hand right off that clock and⁹ threw it out the window. The clock ticked on, but the girl put on her hat and left for good. From then on, he's had one¹⁰ secretary right after another. You've lasted as long as most of them if you should quit tonight."

"But I don't want¹¹ to quit!" Annette exclaimed. This was her third job, and certainly the best paying and most interesting of the three.¹²

"Then don't throw out that clock!" Beulah advised.

"Clock?" Peter Sherwood pushed open the outer door. "What's this about a—oh,¹³ I see!"

Annette set down the clock as though it burned her hand.

"I know I haven't mentioned this before," he told her, "but¹⁴ I thoroughly dislike clock-watching. It shows a mind absorbed with personal affairs during business hours." Mr.¹⁵ Sherwood looked sternly at Annette.

■ The door to his private office closed behind him. Beulah shrugged. "That's just the way he¹⁶ is!" she whispered. "But I get along all right with him. I've just resigned myself to the idea that my day ends¹⁷ at five-thirty, not five."

"He told me five, though." Annette stared at Mr. Sherwood's closed door, and her chin went up an inch.¹⁸ "If I don't catch my bus, I'm a whole hour later getting home. That means walking up from the boulevard after dark¹⁹ and worrying my mother. It cuts into my evenings, too. It—well, it just isn't fair!"

■ She picked up the clock that²⁰ had no minute hand, studied it, wound it, shook it. At last she set it down on her desk with its face to the wall. There²¹ was about an hour left to work.

She put her desk, the files, and the supply shelves in order. She listed ahead on²² the calendar those appointments that she knew about, and then brought her list of names and phone numbers up to date.

When²³ Mr. Sherwood brought out the signed mail to her desk, he stared in surprise at the clock facing the wall. Then he grinned.

Annette²⁴ handed him a pile of papers. "I've sorted out this bunch of ads and circulars," she said. "So far as I can²⁵ tell, they might as well be thrown away, but I thought you should look them over first."

But Mr. Sherwood didn't seem to²⁶ hear her. He just kept looking at the clock and then at Annette and back at the clock again. Finally he exclaimed,²⁷ "You've done it—turned the clock around on your own initiative! At last I have a secretary who isn't²⁸ a clock-watcher! I can't tell you how pleased . . ."

■ A sudden pandemonium shut him off. The little clock shook violently,²⁹ and its alarm clanged like a fire engine.

The temperature of Mr. Sherwood's smile dropped from warm to freezing.³⁰ When he saw from his wrist watch that it was exactly quarter to five, the last trace of the smile vanished in icy³¹ disapproval.

"My former secretaries," he said curtly, "left at five. Now that's changed to quarter of five, Annette?³² Well, I won't detain you, since you've gone to this much trouble to remind yourself to get ready to leave.

"In fact,"³³ he continued, "perhaps you'd better not bother . . ."

Annette almost stamped her foot, as she interrupted him.

"Mr.³⁴ Sherwood, please! I set that alarm for a very good reason, and not to remind me that it's almost five o'clock.³⁵ I set it to remind me to have you make that 4:45 telephone call to Chicago!"

■ A whole minute³⁶ of silence must have passed before Mr. Sherwood disappeared into his office to place the call.

Annette looked at³⁷ Beulah and Beulah looked at Annette.

"I'm clearing out," said Beulah. "Hope I see you tomorrow."

When Annette heard Mr.³⁸ Sherwood talking on the phone, she, too, decided to go home.

Mr. Sherwood didn't come in the next morning,³⁹ but Annette found a note from him on her desk.

"I'm taking a plane for Chicago tonight to sign that contract," it⁴⁰ read. "In your top drawer you will find a little present from me to you and the rest of the office. I hope to⁴¹ see it on your desk when I get back."

The square box, Annette discovered, contained a handsome new desk clock, with *two* shiny⁴² hands. There was even an alarm on it. (848)

O.G.A. Membership Test

■ There are many tasks in a secretary's day that have to be done whether you like to do them or not. They add¹ up to the sum of success in your career. Then bring to those tasks the mellow radiance of good cheer. A poor spirit² depresses your own day and has its bad effect on your fellow workers.

Whatever duties you are asked to³ perform, do them graciously and willingly. Begin your work each day with a smile and try to bring the day to an⁴ end with an equally bright smile.

Remember, the pessimist says, "Pass the milk"; but the optimist says, "Pass the cream."⁵ Even the most boring chore can be made interesting with a smile. (112)

A Story to Use for Developing Student Alertness to Secretarial Techniques

ELSIE LUCILLE LEFFINGWELL
Carnegie Institute of Technology
Pittsburgh, Pennsylvania

The story below appears in shorthand in this month's issue of *Today's Secretary*. It is unique in that it is "loaded" with 38 references to efficient secretarial procedures.

■ **Suggestions for Use**—The story may be used in several ways, whether it is read from *Today's Secretary*, from this key, or from a copy of the key you might wish to duplicate.

• **Read first** for general atmosphere. The story is interesting; students will enjoy it.

• **Read next** for secretarial information. Students may identify each procedure as it is mentioned. If the stu-

dents are listening to you read the article, they can list the techniques—using their shorthand—and review them at the end of the reading. If they have their own copies of *Today's Secretary*, they may analyze the article and list the procedures as part of their homework.

• **You may wish to conduct a contest**, to see which student can detect the most techniques.

■ **Answer Key**—The key to the secretarial techniques is given right in the story below—in bracketed italic letters. Next month's issue of *Today's Secretary* will provide, in print, a detailed description and a discussion of each of the 38 techniques. Use both keys—to stimulate alertness to secretarial techniques.

A First Birthday

■ **Humming to herself**, Lucy stepped off the elevator, turned to the left, and hurried down the long corridor. She¹ felt a little thrill of satisfaction. Her job with Smith and Jones, a large oil company in Baltimore, Maryland,² was one year old today.

She would take a few minutes this very day, Lucy promised herself, to study her³ job [1. *Knows the value of self-appraisal.*]—to see how she was getting along and where she needed to improve. Lucy knew that already she had made⁴ much progress.

How confused she had been those first few days at work! For some time, she had even had to say "left" under⁵ her breath as she stepped off the elevator. The corridor on both sides of the elevator looked exactly⁶ alike to her, and it was embarrassing to have anyone see her turn the wrong way. Now her feet went the correct⁷ way automatically.

Lucy smiled, too, as she recalled the pleasant greeting of the elevator girl⁸ who now pushed in the correct button when she saw Lucy coming. You feel that you are really getting somewhere⁹ in the business world when the elevator operator knows on what floor you are working, Lucy mused.

■ **Lucy¹⁰ paused at the door** to her office and looked it over as if she had never seen it before. She was early

this¹¹ morning [2. *Arrives ahead of the boss.*], but the office boy already had turned on the lights and opened the window an inch or two. Lucy had¹² always been pleasant to Jimmy. [3. *Is pleasant to all.*] Often she had walked to the post office herself to mail a last-minute letter¹³ [4. *Sees that all of today's mail is mailed today!*] rather than have Jimmy wait, and her thoughtfulness had been reciprocated. Everything was ready for her¹⁴ to begin the day's work.

Smiling, Lucy took off her hat and ran a comb through her shining brown curls. She knew that her¹⁵ crisp white collar and just-shined shoes gave her a well-groomed look. [5. *Realizes the value of an attractive appearance.*] After putting her hat and purse away [6. *Does not leave her personal belongings on top of desk or file.*], she unlocked her¹⁶ desk [7. *Keeps desk locked so that petty cash, postage, etc., are safe.*], placed her shorthand notebook and pen in their customary places [8. *Is ready for dictation on an instant's notice—notebook and pen "ready and waiting."*], and uncovered her typewriter. [9. *Always covers typewriter before she leaves.*]

■ **This will be¹⁷ a busy day**, Lucy reflected as she dusted the desk. [10. *Is a good housekeeper.*] I had better get the money for the boss's milk¹⁸ and put

it right by my appointment pad. [11. *Has everything ready for messenger.*] Then, on the pad beside eleven and two o'clock, Lucy wrote in large¹⁹ letters, MILK. [12. *Makes written reminders of important duties.*] The boss was losing weight, and remembering to order midmorning and midafternoon milk was a²⁰ must.

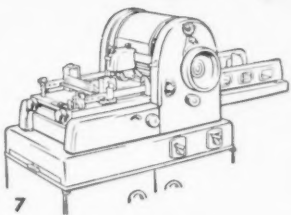
Oh, yes, here on her appointment pad was a memo she had made yesterday just before leaving. She must arrange²¹ an appointment for Mr. Smith with Mr. Jones of the Kent Company. [13. *Remembers to "follow through."*] She would make that call as once. [14. *Makes appointments as soon as possible.*] But first,²² she would check Mr. Smith's appointment pad to see when he could meet Mr. Jones. [15. *Makes sure boss will be able to keep appointment she makes for him.*]

Going into Mr. Smith's office,²³ Lucy sharpened his pencils, filled his desk pen [16. *Realizes that the tools of the boss reflect the efficiency of his secretary.*], and, turning his appointment pad to today's date [17. *Knows that failing to perform this simple task may lead to broken appointments.*], found that Mr. Smith²⁴ was free from two to four o'clock. When Lucy phoned the Kent Company, she found that Mr. Jones was free at three also;²⁵ so she recorded the appointment on Mr. Smith's pad for three. [18. *Remembers her employer's engagements must be recorded on his pad and on hers.*] On her own pad, for 2:30, Lucy wrote,²⁶ "Remind Mr. Smith that he should leave now to meet Mr. Jones at three." [19. *Knows it is her duty to see that today's appointments are made and kept.*]

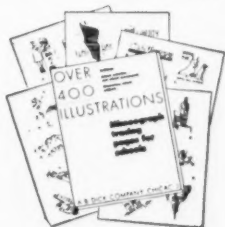
Lucy put her well-sharpened pencil and notepad²⁷ beside the two phones on her desk, ready for incoming calls [20. *Believes that a message pad and a pencil go with the phone like cheese with apple pie.*], and began to sort the mail. [21. *Works out a careful system of handling mail and habitually follows this procedure.*]

■ **By now, the men were²⁸ arriving.** Mr. Smith came first. He was a very conscientious man and extremely kind. In the entire year,²⁹ Lucy could never remember his being impatient with her.

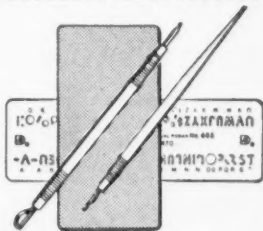
She still felt embarrassed, though, when she remembered³⁰ his dictation that she had taken on her first day on the job. Somewhere Lucy had seen a movie in which the³¹ perfect secretary moved the chair up close to the boss's desk so that she could write on that smooth surface instead³² of on her lap. So, when Lucy saw the chair in which she was to take dictation placed well back from Mr. Smith's desk,³³ she copied the girl in the picture and tried to move that chair. Only, of course, she



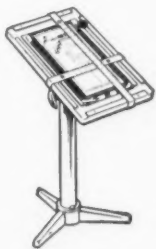
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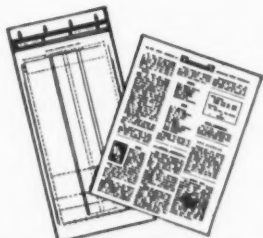
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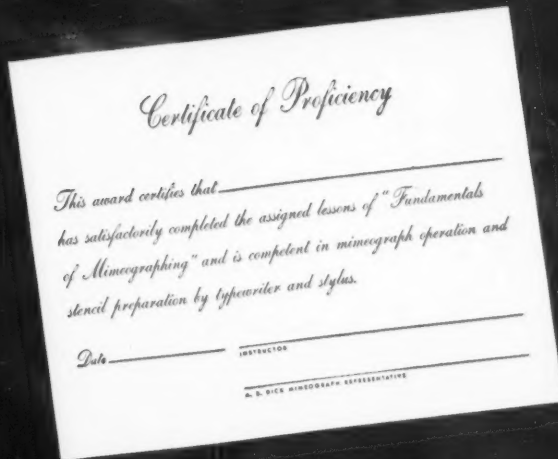
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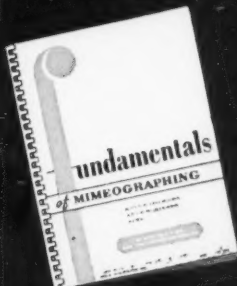
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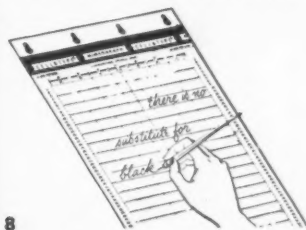
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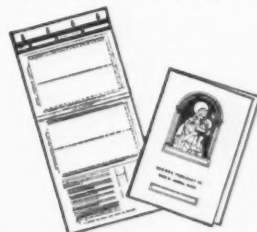
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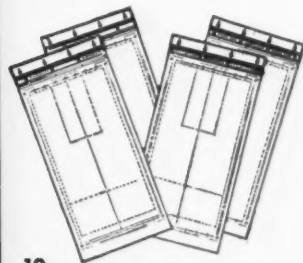
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should have taken a good look at³⁴ it first. It was massive—of heavy oak—and she could not even budge it. Mr. Smith had smiled but made no comment³⁵ when she seated herself, a little embarrassed, in the chair in its present and stationary position. But³⁶ that was a year ago. Today Lucy was quite used to writing with her notebook poised on her knee [22. *Is alert, adaptable, and poised.*], even though she³⁷ still didn't like to do so.

■ Lucy was familiar with the way Mr. Smith dictated now. [23. *Accustoms herself to all sorts of variations in dictation.*] But even yet she³⁸ had never told anyone that her boss dictated most of his letters with his back to her. [24. *Doesn't entertain her friends with accounts of her boss's idiosyncrasies.*] He always turned around³⁹ in his swivel chair, looking out over the city. He never once looked to see how Lucy was getting along,⁴⁰ and Lucy didn't expect him to. [25. *Realizes that it is her responsibility to make sure that she understands the dictation.*]

But Mr. Smith was easy to take dictation from compared to Mr.⁴¹ Wilson. The first time Mr. Wilson buzzed for Lucy and she looked in to see four men in his office, she made up⁴² her mind that her ears had deceived her and turned back to her desk. But, then, the buzzer rang again unmistakably;⁴³ and this time Lucy marched right in, her pen and notebook ready. [26. *Enters office with expectation that work will begin instantly.*] Mr. Wilson started to dictate almost before⁴⁴ she could sit down. As he reached a particular part of the report, he would interrupt himself to say, "Is that⁴⁵ the way you want this part, Evans?" and Mr. Evans would O.K. or correct the passage. Sometimes they even argued⁴⁶ a while until they finally reached an agreement. Lucy was glad she knew how to show corrections in her⁴⁷ shorthand notes [27. *Can handle all corrections—sentences or even paragraphs.*]; otherwise, she certainly couldn't have worked for Mr. Wilson. She was glad, too, that she had some excess⁴⁸ shorthand skill [28. *Thinks of shorthand as a swift and ready tool.*]; for it was hard to take dictation with four or five men watching.

■ The only other dictation⁴⁹ Lucy took was from Mr. Russell, who was new in the department and often away on trips for the company.⁵⁰ Mr. Russell was tops in Lucy's mind, but his dictation was packed full of technical terms, and it was still⁵¹ hard for Lucy, though she was keeping a list of these terms and the correct shorthand outlines for them. [29. *Acquaints herself with the vocabulary of her business.*] Her notebook now⁵² had quite a collection of them in it: *toluene, xylene, homologues,*

demethylating, aromatic⁵³ concentrates, sludge, additives, glycol, sulfuration.

But the list went on and on.

Right after lunch, Lucy resolved, she⁵⁴ would go over all the terms collected in her notebook. Maybe, if Mr. Russell isn't too busy, Lucy⁵⁵ decided, he might be willing to give me some suggestions. [30. *Takes the initiative in securing help.*] She would concentrate on improving in her role as⁵⁶ Mr. Russell's secretary. [31. *Makes an efficient and good-natured attack on all work assigned to her.*]

But the rest of my job, Lucy mused, is now pretty well under control—and it⁵⁷ is definitely a grand job, with a progressive firm.

■ Just then Lucy heard the buzzer [32. *Is there to answer the buzzer.*] and picked up her notebook⁵⁸ and pen with one hand, Mr. Smith's mail with the other [33. *Does not run back and forth to the boss's desk with single items of business.*], and headed for his office. [34. *Knows that buzzer means NOW.*]

She put the mail, carefully arranged⁵⁹ with the air-mail letters on top, [35. *Helps her employer handle rush items first.*] on Mr. Smith's desk and called his attention to the three o'clock appointment⁶⁰ she had made for him with Mr. Jones. [36. *Is sure to inform employer of appointments she has made for him.*]

Then it happened—the event that made this a red-letter day.

"Lucy," said Mr.⁶¹ Smith, "you have been with our company a year today. All of us want you to know that we are pleased with your work.⁶² In your pay envelope this month you will find a more tangible evidence of our satisfaction. We hope you⁶³ will be with our company for a long time."

Surprised as she was, Lucy smiled and thanked him. [37. *Knows how to accept blame and praise.*] As Mr. Smith started⁶⁴ to dictate and Lucy's pen flew over the page [38. *Uses a pen to take dictation*], her heart was light. She had made the grade—and she had received her first⁶⁵ merit raise! (1302)

Junior O.G.A. Test

Dear Jane, It seems no time at all since I registered in South High School, and here four years have passed and it's graduation¹ time. You should see the beautiful white woolen dress Mom got me for this special occasion. Next, I expect to² go on to Bellevue Hospital for the beginning of my nurse's training.

I'm so excited, Jane, that I can't³ make this a real letter—just this bit of a note to say I'm hoping you will be able to attend the⁴ graduation exercises Friday. As ever, Mary (90)

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Wits and Wags

■ **Sergeant:** What is the first thing to do when cleaning a rifle?

Private: Look at the number.

Sergeant: What has that got to do with it?

Private: I want to make sure that I'm cleaning my own gun.

■ **Customer** (twice nicked by the barber's razor): Hey, barber, give me a glass of water.

Barber: What's wrong, sir, hair in your mouth?

Customer: No; I want to see if my mouth leaks.

■ **Rich Uncle:** I'm sorry you don't like your birthday gift, but I did ask you whether you preferred large checks or small ones.

Nephew: Yes, but how was I to know that you meant neckties!

■ **Father** (to young son): When Abe Lincoln was your age, he was making his own living.

Son: Yes; and, when he was your age, he was President.

■ **When the woman motorist** was called upon to stop, she asked indignantly, "What do you want with me?"

"You were traveling at forty miles an hour," answered the police officer.

"Forty miles an hour? Why I haven't been out an hour," said the woman.

"Go ahead," said the officer, in despair.

■ **Two hawks** were flying along slowly. Suddenly a jet plane roared by, throwing out a trail of flaming gas.

"That bird is certainly in a hurry," remarked the first hawk.

"You'd hurry, too," said the other, "if your tail were on fire."